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A Longitudinal Examination of the Structure, Membership and Benefits of the Louisiana Association of Principals.

David Strauss

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**A longitudinal examination of the structure, membership and
benefits of the Louisiana Association of Principals**

Strauss, David, Ed.D.

The Louisiana State University and Agricultural and Mechanical Col., 1988

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A LONGITUDINAL EXAMINATION OF THE
STRUCTURE, MEMBERSHIP AND BENEFITS
OF THE LOUISIANA ASSOCIATION OF PRINCIPALS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education
in the Department of
Administrative and Foundational Services

by

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TABLE OF CONTENTS

Chapters	Page
1. INTRODUCTION	1
Statement of the Problem	5
Hypotheses	5
Delimitations	7
Importance of the Study	8
Purpose of the Study	10
Preview of Chapters	10
2. REVIEW OF THE RELATED LITERATURE	13
Theoretical Overview	32
Conclusions	53
3. DESIGN OF RESEARCH	54
4. THE HISTORY OF THE LOUISIANA ASSOCIATION OF PRINCIPALS	63
Formation of the Organization	65
W. W. Williams (1950-1958)	74
Ben LaBorde (1958-1968)	111
Joe Rivet (1968-1976)	132
Bert St. Dizier (1976-1981)	160
Terrell Goode (1981-)	195
Summary	221
5. DISCUSSION AND CONCLUSIONS	247
Analysis	248
Recommendations	272
Predictions	275
REFERENCES	281
APPENDICES	
Appendix A Interview Guide	290
Appendix B Graph and Explanation of Membership	292
Appendix C Graph of Fiscal Status	297
VITA	300

ABSTRACT

The purpose of this study was to examine the structure, membership, and benefits provided by the Louisiana Association of Principals. A review of related literature revealed a lack of standards whereby state-level educational organizations could be systematically examined. In this study it was hypothesized that by providing benefits to members, the Louisiana Association of Principals could increase its membership. It was also hypothesized that in order to gain new members, the Louisiana Association of Principals had to effectively deal with internal and external pressures.

All of the records of the organization were reviewed. Interviews were conducted with key leaders.

Ineffective leadership has cost the organization in terms of fiscal growth, hindering the organization's ability to enhance its benefits package. The leadership has failed to eliminate internal dissent costing the organization energy that could have been directed toward external goals. Although the organization has shown slow, steady growth in membership, the viability of the organization is in doubt.

Chapter 1

INTRODUCTION

Evaluating the effectiveness of an organization is an important aspect in maintaining organizational vitality and in attracting and maintaining members. In previous research, a wide range of models and theories have been used to evaluate large, national organizations. Few studies, however, have examined the role of the state-level administrator's organization. Little is known about the issues facing these local administrators or the means by which the state-level organization helped these local administrators. The present study is unique because it will explore the longitudinal development and structural changes in a state-level, professional administrators organization.

This study will examine the L.A.P. as an organization undergoing changes in internal structure and the professional impact these changes have on its members. In addition, this study will examine the history of the L.A.P. for two reasons: first, to historically evaluate the characteristics of this organization as it grew in relation to prevailing theories of organizational effectiveness; second, to evaluate membership trends of the L.A.P. between 1949 and 1987 in relation to the benefits provided by the organization and to appraise these benefits in relation to theoretical models of effective organizations. Examination

of the decision making process will be carried out in order to better understand the organization's power structure.

In the past thirty years, there has been a great deal of research done on organizations, and three broad sets of theories have emerged dealing with organizational effectiveness. One set focuses on measuring the achievement of goals (Whyte, 1956, Haiman, Scott and Conner, 1978).

Using the first set as a guide, organizations were deemed effective if their prestated goals were accomplished (Yutchman and Seashore, 1967). A second school of effectiveness theory has as its basis the examination of processes the organization undertakes in the pursuit of its goals and the value of the actions taken in relation to the environment. This method of evaluation has been labeled the Functional Approach by Yutchman and Seashore (1967) and the Internal Processes and Operations of the Organization by Cameron (1981). Using these theories, effectiveness is influenced by values, which leads to "difficulty in identifying the ultimate goal of the organization" and making evaluation difficult (Yutchman and Seashore, 1967).

A third set of organizational effectiveness theories also exists. However, this set of theories is different from those previously mentioned. The foundation for these theories is based on the research of Chester Barnard (1956) and Bernard Bass (1952). Barnard and Bass base their theories of organizational effectiveness on the satisfaction of members of the organization. Effectiveness is achieved

through member satisfaction by benefits provided to members by the organization. By providing these benefits, or satisfiers, the organization is more likely to receive cooperation from its members in the pursuit of organizational goals.

Cameron in Baugher (1981), Connolly, et. al. (1980), Yutchman and Seashore (1967), Zammuto (1982), Baugher (1981), and Keeley (1978) have expanded the ideas presented by Barnard and Bass in their theories of organizational effectiveness. These authors also recognize that member, or participant satisfaction is a prime indicator of organizational effectiveness and, in addition, is also a vehicle for continued cooperation. These authors incorporate the major ideas of Barnard and Bass' work in their theories of organizational effectiveness.

Can the structure and activities of the L.A.P. be evaluated on the basis of this last set of theories? How have the structure and activities of this organization changed in relation to pressures put on the organization by external and internal forces?

A limited amount of research has been directed toward determining the prime beneficiary of the actions taken by the organization. Blau and Scott (1962), in their research into organizational effectiveness, offer a way to determine if an organization fits the participant satisfaction models of effectiveness. They developed a system of classification of organizations allowing different measures of

effectiveness to be employed based on this system. When used in conjunction with the theories of Barnard and Bass, and those who have expanded their theories, this system provides a method for judging the characteristics of specific organizations in terms of its effectiveness. This classification system also allows research into organizational structure and communications.

The present study will focus on these questions: How did the L.A.P. maintain and attract members? What issues did this organization address in order to remain attractive to its members? To what degree did various factions within the organization play a part in maintaining organizational structure? How did this organization address pressures from internal sources? Was this organization successful in its efforts to address external forces and internal conflict? Did pressures from outside and inside the organization play a part in determining benefits provided to members? What were the major political and social events that were deemed important by this organization and how were these events addressed? This study will attempt to answer these questions using the ideas of Barnard and Bass, and the authors who have revised and expanded their ideas of organizational effectiveness, in conjunction with the classification system presented by Blau and Scott.

STATEMENT OF THE PROBLEM

This study arises out of two concerns: the internal and external forces that influenced the ability of the L.A.P. to provide desired benefits; and the extent to which said benefits influenced the ability of the organization to recruit and maintain members as reflected through policies the L.A.P. embraced and the structural changes brought about by internal and external forces.

HYPOTHESES

1. By providing new benefits, the Louisiana Association of Principals increased membership.

Based on the Benefits Theory by Barnard, Bass, et. al., in order for a mutual benefit organization such as the L.A.P. to remain attractive to current members and to persuade others to join, the organization must garner and distribute benefits to its members. These benefits must be deemed worthwhile enough by members (and potential members) in order to enter into a cooperative relationship.

2. In order for the Louisiana Association of Principals to remain an organization that benefits its members, the organizational structure changed in response to internal and external pressures.

According to Blau and Scott (1962), in order for the mutual benefit association to remain a truly democratic organization, the association must allow for the existence of smaller groups within the larger organization. Formal

acknowledgment of smaller organizations denotes a change in the structure of the organization. External forces, many times beyond the control of the organization, force structural changes within the organization.

3. External and internal pressure groups influenced changes in the benefits accrued to members of the Louisiana Association of Principals.

Recognition of factions within an organization brings recognition of differences. Communication is strengthened through the recognition of sub-organizations. Desired structural and benefit changes are more clearly communicated to the hierarchy of the formal organization. External pressure groups exert varying degrees of pressure of the organization. Depending upon law, policy, and personalities, the pressure groups may play an important part in determining benefits that may become available to the membership of an organization.

4. Changes in membership influenced changes in the structure of the Louisiana Association of Principals' organization.

The evolution of the educational community as a whole, a force that any organization that deals with the public must reckon with, make demands on organizations within its context that cannot be ignored. These forces are backed by law and/or public opinion. Recognition of these forces brings about operational changes within an organization.

DELIMITATIONS

This will be an historical and theoretical study of the Louisiana Association of Principals. The study will not attempt to assess the organization at the present point in time. The goal of this study is to explain the growth and development of the L.A.P. between the years of 1949 and 1987 and to advance a clearer understanding of how the organization has changed. The present study will examine changes only in the structure, membership, and benefits associated with the L.A.P. While other variables are important, this research effort will focus on those matters that most significantly affected changes in the organization.

The L.A.P. is a state-level, professional organization, and, as such, it does not lend itself to the same questions that have motivated studies of professional education associations. For example, while the Louisiana Association of Principals is loosely affiliated with the National Association of Secondary School Principals (N.A.S.S.P.), the N.A.S.S.P. seems to have little impact on the practices and policies of the L.A.P. The Louisiana Association of Principals, at times, embraced a different agenda from that of the N.A.S.S.P. faced different structural problems, gathered members differently, and in other ways distinguished itself from the national organization.

This study will not examine the activities of the L.A.P. in relation to all theories of organizational

effectiveness. Of the three sets of organizational theories of effectiveness (goal achievement, systems analysis, and member or participant satisfaction through benefits), only the member or participant satisfaction theories will be used. The benefit theories of Barnard and Bass (et. al.) will be justifiable owing to the schematic classification judgment arising from Blau and Scott. While the decision to use the benefits theory is not arbitrary, it is a function of reasoned choice. The effort in this study is not one of evaluating a theory (or theory set), but rather deploying a rationally justified theory in testing a set of research questions.

Data in the form of archival records will be used as the basic resource upon which this study will draw in its resolution of the research questions. The choice of the period of time (1949-1987) is in part a function of lacunae in these sources. Past and present elected and appointed L.A.P. officers and salaried members of the organization will be interviewed. It is anticipated that owing to age and physical health, some of these officials will not be available for oral interview. No effort will be made to interview members, because membership was rarely polled for input into key policy making.

IMPORTANCE OF THE STUDY

With current emphasis and public attention focused on the educational system and improving its quality, and with a shrinking federal and state assistance program, the

effectiveness of an organization that impacts education is a prime candidate for close scrutiny.

Organizations have long realized the importance of a method that accurately measures effectiveness. For many years, effectiveness theories centered around the accomplishment of goals and the impact of the organization on its environment. Parsons (cited in Etzioni, 1975) said that "the primacy of orientation ... of the organization is "the attainment of a specific goal" and that in order to achieve this goal, a relationship must exist between the organization and the environment. This relationship must emphasize the output of the organization directed toward the environment. These types of effectiveness indicators (goal and systems analysis) are beneficial to some organizations. However, organizations such as the L.A.P. exists for a different reason. Use of Blau and Scott's organizational classification system will be helpful in identifying other indicators of organizational effectiveness.

Chester Barnard and Bernard Bass have similar concepts of effectiveness in their theories. They did not use the ideas of organizational goal achievement and impact on the environment as prime indicators of organizational effectiveness. The theories of Barnard and Bass emphasize member satisfaction as the prime indicator of organizational effectiveness and as contributing toward strengthening bonds within the organization.

PURPOSE OF THE STUDY

The present study has a two-fold task: First, to set forth a rationally defensible theory of effectiveness based upon benefits delivery success; secondly to test the L.A.F. against this theory in relation to structure, benefits, and membership changes between the years of 1949 and 1987, and to provide some guidelines as to how other organizations may be examined in relation to this theory set.

PROCEEDING CHAPTERS

The second chapter of this study will review the related literature and an examination of theories of organizational effectiveness. Studies of other professional organizations will be examined-including the benefits they provided to their members, their structure, and means by which they attempted to attract new members. Suggestions for the study of state-level, professional organizations will also be examined. Theories of organizational effectiveness will be discussed and there will be an examination of the theoretical framework from which ideas about organizational effectiveness can be drawn. Systems for classifying organizations will be examined in order to justify the theory set imposed in examining organizational effectiveness. Organizational structure and communications will be investigated in relation to their affects on organizational effectiveness.

The third chapter of the study will be the conceptual framework or methodology of the study. The works of Miles and Huberman (1984), Guba and Lincoln (1985), and Guba (1978) will be utilized. Miles and Huberman's book *Qualitative Data Analysis* will be used to provide information regarding interview techniques, data collection, and analysis of data. The works of Lincoln and Guba (1985) and Guba (1978) will also be used to gather and analyze data. An interview guide will be presented in the appendix.

The next chapter of this study will trace the history of the Louisiana Association of Principals from 1944 to 1987. The founding of this organization will be investigated as well as the people responsible for the early push toward organization. Benefits provided to members will be identified, and membership in the organization and fiscal status in terms of how much money the organization had in the bank will be graphed in accordance with these benefits. Great pressures were exerted upon this organization from internal and external sources. These pressures were responsible for changes in the direction and structure of this organization as well as providing reasons for changes in membership numbers. These pressures will be examined and the reactions of the organization to these pressures.

In the last chapter of this study, the data will be analyzed based on Miles and Huberman's (1984) network analysis. Events within the identified variables will be prioritized. Recommendations will be set forth and

predictions will be made regarding the future of the organization.

Chapter 2

This chapter will be divided into two parts. The first part provides a review of the related literature. The second part provides the theoretical background from which the body of theories of organizational effectiveness will be drawn.

REVIEW OF THE RELATED LITERATURE

The formation of special interest groups has been noted throughout the history of our country. In order to form and maintain our democratic society, people have had to learn the skills of cooperation. Our democratic form of government, which is based on the demands of the people, requires the willingness to organize for political action.

People join groups for a number of reasons. Through membership in an organization, persons become better informed, experience social interaction, advance intellectually, and accrue other benefits. The individual becomes influenced by the organization to which he or she belongs, and the organization is, in turn influenced by its members.

Organizations are important units of action in America's political structure. Organizations provide

opportunities that may not be available to the individual (N.E.A. 1957). Over 7,500 professional organizations exist. The nature of these organizations is varied. Professional education organizations vary in size, structure, and focus of energies (N.E.A. 1957). This diversity in structure, size, and focus allows for representation of unique regional differences and localized professional interests. Some professional organizations seek members from a wide spectrum of the educational community while others concentrate their efforts on a single group. Whatever the makeup of the organization, members participate in order to receive something from the organization. The nature of the organization dictates the processes through which members receive desired interaction. The National Education Association (1957) has labeled these interactions or benefits "functional specialties." These benefits allow members to concentrate on specialized issues and to learn from other members of the organization.

The Encyclopedia of Associations (Gruber, 1987) lists several professional organizations with interests in education. Following is a discussion of the structure, some of the benefits provided by these organizations, and a description of the membership of these organizations.

The American Association of School Administrators is a national organization with 18,000 members and a staff of 65. This organization is made up of executives of school systems, presidents of colleges, deans of colleges, and

professors of educational administration. This organization sponsors numerous professional developmental seminars and, according to the organization, is dedicated to the continuing professional and personal development of school administrators without regard to race, creed, or religious preference. Numerous publications, such as books and pamphlets, are disseminated by this organization.

The American Federation of School Administrators has 10,000 members and a staff of 6. The membership of this organization includes principals, directors, and supervisors of education. The objectives of this organization are to achieve the highest goals in education, to maintain and improve standards, benefits and conditions, and to cooperate with other organizations and agencies that impact education. This organization also produces numerous publications and is affiliated with the AFL-CIO.

Principals and administrators make up the bulk of the 22,000 members of the National Association of Elementary School Principals. This organization has a staff of 26 and has as its mission the improvement of elementary education through the improvement of the quality of leadership among elementary school principals. Publications include newsletters, books, and pamphlets.

The National Association of Principals of Schools for Girls has 500 members and a staff of 1. This professional organization is made up of principals and deans of private secondary and elementary schools for girls and coeducational

schools. The goal of this organization is to investigate problems of organization, administration, and function of private education for girls. This organization has limited publications mainly consisting of the proceedings of its meetings.

Thirty-six thousand members belong to the National Association of Secondary School Principals. This organization operates with a staff of 60. Secondary school principals, assistant principals, and others engaged in secondary school administration comprise its membership. This organization produces numerous publications including bulletins, newsletters regarding legislative action, magazines, reports and information concerning the legal rights of its members.

There have been studies of some of these national organizations that provide a clear understanding of their structure, the benefits provided to members and how these organizations responded to pressures from external and internal forces.

An excellent example of longitudinal study of a national organization that impacted education is a study by Graham (1967) of the Progressive Education Association. This study provides some insights as to how educational organizations may be examined. Graham's study looked at how the Progressive Education Association impacted educational philosophy and practices in this country during the first half of this century. The reasons for organizing are first

examined to identify the forces and persons prevalent at the time of inception. These forces provided direction for the organization in its early years. Individuals who interacted with the organization at its inception (and in some cases were the causes for organizing) were also identified. These persons also provided input as to the direction of the organization as well as the reason for the existence of the organization. Graham's study emphasizes the interaction between prominent individuals in the founding of the organization by examining the personal letters of key figures.

Once the Progressive Education Association was organized, Graham continued to track the movers and shakers through early letters and organizational publications. The search for members became an important focus of this study. Membership appeals were made on the basis of exhorting the leaders and other members of the organization. Early efforts to attract members concentrated not only on lay people but people of prominence. It was thought that by attracting prominent professionals in education and related fields, the organization would become more palatable to the public.

At the same time a push for new members was occurring, leaders of the organization were involved with framing a constitution for the organization. Once this was done, the organization began publishing their views in newsletters and holding conventions. During this time, the organization

remained a relatively small, local group unable to gain national recognition. With a change of leadership and headquarters, the organization made a push toward national recognition. Hampering this effort was a lack of funding. Even though the organization had gained many new members, it still relied on funds from wealthy contributors. These contributors were singled out by their views towards education. Funding from these parties was, many times, used for the publication of the official journal of the organization.

With additional funding, the organization began the move toward national recognition. As the organization began to realize its goal of national recognition, problems resurfaced in terms of funding, and new problems arose concerning doctrine and control. Strife within the organization increased causing a decrease in benefits to members. These problems (reduced benefits, confusion over direction, and lack of funds) continued to hound the organization. Membership did not grow as anticipated, and the structure of the organization was inadequate in its ability to deal with differences in policy. Eventually, these problems led to the demise of the organization.

Another longitudinal study of an organization that impacted education is provided by Urban (1982) in his book Why Teachers Organized. The founding, early leadership, and the policy of several educational organizations were examined. The status of public education, at critical time

periods, is discussed providing the groundwork for causes of organization. Several organizations are examined. Some of these organizations faced similar conditions upon their inception while others faced a different agenda.

Like Gaham's study, Urban's makes use of personal correspondences, formal and informal accounts of meetings, and interviews with key members of these organizations. Urban's study, in addition, provides insight as to the reasons behind the organization of professional teacher groups, how these organizations attracted and maintained members, the benefits provided to these members, and how these organizations coped with a variety of problems.

The work of Urban and Graham provide excellent examples of longitudinal examinations of professional organizations at the national level. In order to better understand local professional organizations, information is needed to determine exactly what these groups do for their members, what type of structure they employ, and changes in the organization as a result of external and internal pressures. There has been too little analysis of the nature and role of these organizations, and those studies that have been done are either ephemeral or hortatory. As a result, little literature exists for a person seeking guidance on professional organizations (N.E.A. 1957).

One of the problems associated with studying organizations is that they are constantly changing. This also presents problems to the leaders of the organization.

They must keep abreast of the changing interests of members. Programs must be evaluated and re-evaluated so that pertinent issues are addressed.

Newman (1983) offers some suggestions for studying local professional educational organizations. In his examination of studies of teacher organizations, Newman found little research done on the state level. Most of the studies were structured from the top down and concentrated on national issues and the national structure of the organization. Newman found no indications of issues of local importance thus highlighting the need for such studies (Newman, 1983). Examination of these local organizations will yield a variety of information, which in turn will lead to a better understanding of state level membership, structure, and actions taken by the organization on behalf of the members. Sources concerning this information identified by Newman include published journals, newsletters, minutes of meetings, informal correspondences and other records as well as interviews with past leaders.

An example of a study of a state-level teachers' organization is provided by Webb (1978). This study examines the Louisiana Teachers' Association from 1952 to 1977. The study is arranged by chapters with each chapter spanning a president's tenure. Within each chapter, there is discussion about the impact of the organization on society, teacher benefits, and the promotion of professional excellence.

The structure of the organization is also examined. Legislative action on behalf of members is highlighted as well as other benefits provided by this organization. Changes in the constitution and code of ethics are discussed. Issues impacting membership, such as insurance, membership dues, sick leave, maternity leave, and military service, are also examined.

Few studies exist of state-level administrator organizations. There are, however, a multitude of studies that examine an entire school district, teachers within a district, teachers within a cluster of schools or an individual school, teacher unions within a state, state superintendents, and even a study of a state level school bus drivers' organization.

Studies of large, national professional education organizations have provided a plethora of information about these organizations. These organizations varied in size, scope, and direction. Construction of a theory set that accounts for organizational differences and unique qualities calls for a system whereby these qualities can be included in the evaluation. The researchers of these national and state-level organizations did employ a variety of evaluative methodologies in order to gain the best possible understanding of these organizations.

Grouping or classifying an organization provides a way to match the organization to the appropriate theory set. Classification systems are based on a number of criteria.

One such classification system has been developed by Eldridge and Crombie (1974). This system examines how an organization is funded. Using this system, four organizational types are derived. These are user supported, public supported, member or donor supported, and endowment supported. Suggestions were given as to how each of these organizations could attract and retain members. As an incentive to join or remain a member of the organization, member-supported organizations provided benefits.

A second system of classification has as its basis the description of basic models of organizations found in modern societies (Hughes as cited in Blau and Scott, 1962). Four types of organizations are derived from Hughes' system. These are the voluntary association of equals, where members join freely for a specific purpose, the military model, which emphasizes a fixed structure and chain of command, the philanthropic model, and the family business.

Blau and Scott (1962), on the other hand, have proposed a two step program for classifying organizations. First, the individual's relationship to the organization is identified. From this step, four categories were derived. These categories are the members or rank and file participants, the owners or managers, the public sector in which the organization operates and the clients, or people outside the organization that have purposeful contact with the organization.

Using the information in the first step, Blau and Scott posed the question "who benefits" from the actions taken by the organization? Which of the four groups is the prime beneficiary of the actions taken by the organization? Blau and Scott noted that there may be more than one group that benefits from the actions of the organization, but the benefits provided to one group furnish the reason for the existence of the organization.

Four types of organizations result from the "who benefits" classification system (Blau and Scott). These organizations are mutual benefit association, where the prime beneficiaries are the members, business concerns, where owners and managers are the prime beneficiaries, service organizations, where the prime beneficiary is the client group served by the organization, and commonweal organizations, where the prime beneficiary is the public at large.

Empirical studies provide illustrations of problems that are unique to each of the organizational methodologies that Blau and Scott define. Because of the nature of the membership of a mutual benefit organization, problems surface in maintaining an internal, democratic structure. Members of this type of organization tend, over a period of time, to become disinterested in the day to day goings on of their organization; this shifts power and decision making authority to the hands of a few members. The business organization must contend with pressures to maintain and

expand profits. Service organizations are faced with providing needed services to clients while at the same time maintaining their organizational character. Commonwealth organizations, such as police departments, face the problem of sustaining an internal, democratic control system. The importance of Elau and Scott's "who benefits" system of organizational classification is that it makes possible the deployment of a theory set to evaluate organizations that reflects the reasons for the organization's being.

Three broad sets of theories have been proposed in the examination of organizational effectiveness (Connolly, Conlon and Deutsch, 1980; Keeley, 1978; Cameron, cited in Baugher, 1981; Zammuto, 1982). The first set of theories is based on how well the organization achieves a set of predetermined goals and objectives (Connolly et. al., 1980; Keeley, 1978). Use of this theory set to evaluate organizational effectiveness produces some problems (Connolly et. al., 1980; Keeley, 1978). Multiple organizational goal sets may manifest using these theories. The evaluator may have to choose between operative goals or the more formal goals of the leadership of the organization. The evaluator may have to choose between long term goals and interim goals (i.e. goals completed along the way toward long term goal achievement).

The second set of organizational effectiveness theories have a number of criteria that are important to an examination of effectiveness. Among these criteria are the

interactions of the organization with its environment and analysis of the inner structure of the organization. Parsons (cited in Connolly et. al., 1980) named four determiners of effectiveness. These are: how well the organization achieves goals, how well the organization adapts, how well the organization integrates new information and members, and how well the organization's actions can be predicted.

Caplow's (1964) ideas about organizational effectiveness centered around four variables: the maintenance of status differences in the organization, the maintenance of volunteerism within the organization, the ability of the organization to successfully interact internally (thus reducing the number of factions), and the ability of the organization to maintain purposeful activities (leading to organizational goal achievement). Caplow noted that because of the existence of different kinds of organizations functioning in different environments, no fixed standard could be employed to measure organizational goal achievement.

Satisfaction of all four variables, according to Caplow, was necessary in order to achieve organizational effectiveness. Caplow further noted that most organizations found it relatively easy to satisfy three of the variables. The fourth variable, which he labeled the point of stress, varied depending upon the type of organization. For

professional organizations, integration was found to be the point of stress.

In 1938, Chester Barnard's book, The Functions of the Executive, proposed a two-part model of evaluating organizational success. The first part of Barnard's model consisted of evaluating the organization on the basis of the achievement of predated organizational goals. He labeled this half of his model "effectiveness." The second part of Barnard's model examined how the individual goals of the members of the organization were being met. This part was called "efficiency." This part of the model was similar to Blau and Scott's mutual benefit organization in which organizational effectiveness is determined by how well the organization satisfies its members. The first part of Barnard's model could easily be deployed by using the goal-centered means of evaluating organizational effectiveness. Barnard noted that the organization was in a position to influence the second part of the model. By only appearing to provide for the satisfaction of individual goals, the organization would keep its members satisfied. Member satisfaction, according to Barnard, was an important factor in maintaining cooperation within the organization in the pursuit of organizational goals. Cooperation in Barnard's model, allowed the organization, instead of the individual, to take the blame for any failures, but the organization also denied any individual credit for a successful endeavor. The dispersal of resources in

Barnard's organization gave the organization leverage in the control of member activities.

Yutchman and Seashore (1967), acknowledged the importance of the acquisition of proper resources by the organization. Their model of organizational effectiveness centered around this idea. They felt that the way to foster cooperation within an organization was to acquire the proper resources from external and internal sources and distribute them to members in exchange for their goal directed behavior.

Barnard Bass' model (1952) for examining organizational effectiveness centered around some of the same ideas as Barnard's organizational model. How successfully the organization increased its worth to its members and to society by providing desired benefits made up the basis of Bass' model. Bass also recognized two sets of goals (organizational and individual) within organizations that must be fulfilled in order for the organization to be judged successful. In Bass' model, organizational goals were examined using the goal-centered model of effectiveness. Like Yutchman and Seashore, Bass also recognized that the organization must acquire, from whatever sources necessary, the proper resources needed to exchange for the goal directed behavior of its members. Bass offered no statistical proof in support of his model stating that the nature of the model does not lend itself to statistical depiction.

Connolly et. al. (1980), proposed a multiple constituency approach to evaluate organizational effectiveness. According to Connolly, individuals and/or groups that were in control of the organization provided the best sources for organizational evaluation. This method provided a wide range of information about the organization. The organization may be judged favorably in one area and less favorably in another. Connolly believed that the best evaluation of organizational effectiveness did not come from a predetermined idea but from those best suited to make such an evaluation-the members or participants.

The Strategic Constituents Approach and The Participant Satisfaction Model are the names given to the approaches that are similar to Barnard's, Bass', and Blau and Scott's models of examining organizational effectiveness (Cameron as cited in Baugher, 1981). Cameron also saw the need for different means of evaluating different organizations and a need for a system of matching the evaluation to the organization. Cameron suggested The Strategic Constituents model for evaluating organizations where members exert power over the direction of the organization.

Six "critical decisions" must be made to eliminate differences in the results of effectiveness examinations. The selection of the domain of the activity is the first of these steps. The second step involves the constituents designated to do the evaluation. Cameron suggests this selection be made on the basis of the most powerful

constituent group in the organization. Selection of the level of analysis is the third step. Three broad levels were named by Cameron. These were effectiveness of individuals, effectiveness of groups or sub-units in the organization, and the effectiveness of the overall organization. Domain and constituency selection will dictate the level of analysis selection. Consideration of the time frame is the next step. Here, long or short range goals must be selected. The next step involves a decision between the selection of subjective or objective data. The other steps taken thus far will dictate the nature of the data. The selection of referents is the last step in Cameron's model. This list included a competitive evaluation, an ideal performance evaluation, a normative evaluation, a goal centered approach and a trait evaluation. Making these six determinations, according to Cameron, would provide an unambiguous evaluation.

The ability of the organization to monitor external and internal pressures is enhanced through feedback (Hoy and Miskel, 1982; Eldridge and Crombie, 1974; Argyris, 1973; Rogers, Talbot and Cosgrove, 1984). These authors pinpoint smaller organizations and groups within larger organizations as good sources for this important information. Hoy and Miskel cite feedback as a necessary means of communication within an organization.

Caplow (1964) recognized the necessity of smaller organizations within large organizations in maintaining

organizational structure. Guba and Getzels have also recognized this in their social systems model. The ideographic dimension of their model represented the satisfaction of the needs of the individual, which may include membership in smaller groups or organizations within the larger organization.

Primary organization and secondary organization are the labels Caplow uses to denote the two aspects of organizations. The primary organization is defined as the formalized working body of the group responsible for the pursuit of formal organizational goals. Caplow's secondary organization is less formal and may or may not be formally recognized by the larger organization. Ideological differences, personality differences, and a wide range of other breaks within the formal organization may provide the breeding ground for these sub-organizations.

The New Mexico Study and Research Council (1981) cites organizational structure as containing both formal and informal parts. Personalities play a large part in the informal organizations. Smaller organizations can more easily adjust to external pressures while the larger organization react more slowly.

Benefits provided by smaller organizations included their ability to provide a feeling of cohesiveness among their members and their ability to digest new information easier and faster than larger organization. Smaller organizations within organizations developed rules, norms,

and expectations, and provided important links to the larger organizations. These links of communication acted, at times, to equalize the rules, norms, and expectations of both groups. At other times, friction arose because of the competitive nature of the two organizations. It was thought that one way to avert this kind of problem was for the larger organizations to provide benefits to all members; this in turn would lead to cooperation and movement toward formal goals.

THEORETICAL OVERVIEW

Organizations have long realized the importance of an evaluation that reflects the nature of the organization. In an attempt to provide such an evaluation, theorists have proposed a wide range of ideas about the aspects of an organization that are to be evaluated. The types of formal organizations are varied and call for a variety of paradigms to facilitate evaluation of organizational effectiveness. Construction of a theory of organizational effectiveness should take into account this variety. This overview presents some theoretical foundations established to examine organizational effectiveness. Later chapters will examine how the structure, activities, and benefits of the Louisiana Association of Principals evolved in relation to these theories.

Classification systems provide ways to tailor the evaluation theory set to the organization being evaluated. In order to select an appropriate theory set of effectiveness, grouping, or classifying organizations is necessary; this grouping, however, presents some problems. The diverse characteristics (Blau and Scott, 1962) of formal organizations present a problem when trying to select a criteria to classify organizations. According to Blau and Scott, organizations have been classified on the basis of obvious characteristics: according to ownership (public or private), according to membership, according to size, and

according to the function they perform in the larger society (e.g. religious, political, and educational organizations).

Parsons, (cited in Blau and Scott, 1962), proposed a classification system based on how an organization interacts in solving some of societies fundamental problems. Another analytical system of classification is based on what the organization interacts with. Does it interact with materials or humans? Use of this classification system produces two types of organizations: production and service organizations (Blau and Scott, 1962).

Another means of classifying organizations is based on the types of decisions made by the organizations. Using this typology, classification of organizations is based on (a) whether there is agreement on the objectives of the organizations and (b) whether there is agreement on the actions needed to implement the actions needed to achieve the objectives.

Hughes, as cited in Blau and Scott (1962), provides another analytical system of classification. His system is based on a description of basic models of organizations found in modern societies. Hughes found five types of organizations: (a) the voluntary association of equals, where members freely join for a specific purpose, such as a professional organization; (b) the military model, which emphasizes a fixed hierarchy of authority and status; (c) the philanthropic model, which consists of a governing lay

board, an itinerant professional staff, and the clients served; (d) the corporate model; (e) the family business.

Guba and Getzels' social systems model is also useful in examining organizations. Their model is divided into two parts: the nomothetic dimension and the ideographic dimension. The nomothetic dimension is made up of the formal institution or organization that contains formal positions, rules, and goals, which are linked to institutional expectations leading to fulfillment of formalized goals. The second dimension, the ideographic dimension, takes into account the human element in the organization. The individuals within the organization also have goals and expectations that need to be fulfilled.

The two dimensions of the Guba and Getzels' model are in constant interaction trying to influence the goal directed behavior of the members. It was noted that satisfaction of the ideographic dimension led to fulfillment of the demands of the nomothetic dimension.

In order to clear up the confusion surrounding other classification systems, Blau and Scott (1962) proposed another method of classifying organizations. The first step of their classification system involves identifying the individual's relationship to the organization. Four categories are derived using Blau and Scott's first step: (a) the members or rank and file participants; (b) the owners or managers of the organization; (c) the clients or people outside the organization that have regular contact

with the organization; (d) the public at large (i.e. members of the society in which the organization operates). Blau and Scott's classification scheme is based on the question: "Who benefits" from the actions taken by the organization? Which of the four categories is the prime beneficiary of the actions taken by the organization? Blau and Scott emphasize that the prime beneficiaries are not the only beneficiaries of the actions taken by the organization. Each of the beneficiaries interacts with the organization only for a return of benefits from the organization. The interactions of these secondary beneficiaries are necessary for the continued existence of the organization (Blau and Scott 1962). But although all parties benefit, the benefits to one party (the prime beneficiary) furnish the reason for the organization's existence while the benefits to others are essentially a cost (Blau and Scott 1962).

From the "who benefits" application, four types of organizations result: (a) mutual benefit association, where the prime beneficiary is the membership; (b) business concerns, where the owners are the prime beneficiaries; (c) service organizations, where the client group is the prime beneficiary; (d) commonweal organizations, where the prime beneficiary is the public at large (Blau and Scott 1962). Blau and Scott use empirical studies to illustrate each of the four types of organizations derived from their classification system.

Blau and Scott have identified problems that are unique to each of the organizations derived from their classification system. The mutual benefit association has inherent problems with its structure and membership in that it has difficulty maintaining a democratic internal structure. According to Blau and Scott, a problem for the business concern is that of maximizing operating efficiency in a competitive situation. Conflicts between professional service to clients and administrative procedures were identified as a central problem for service organizations. Development of democratic controls is the central problem faced by commonweal organizations.

A classification system similar to Blau and Scott's has been developed by Eldridge and Crombie (1974). Their system examines how the organization is funded. Four types of organizations were identified using this system of classification. These are user supported, public supported, member or donor supported, and endowment supported. The member supported organization, like the mutual benefit organization, provides members with incentives (benefits) to join or remain in the organization. Eldridge and Crombie suggest that in order for the organization to provide the proper incentives, the leaders must be knowledgeable of the needs and desires of the members of the organization. Ways to remain knowledgeable are ballots, surveys, and questionnaires. Once the desires of the membership are known, there must be mutual agreement within the membership

as to the specific goals and actions necessary to achieve the goals.

Once the organization has been classified, a theory set can then be employed to evaluate its effectiveness. Historically, there have been three broad sets of theories used to examine organizational effectiveness (Connolly, Conlon and Deutsch, 1980; Keeley, 1978; Cameron cited in Baugher, 1981; Zammuto, 1982). The first set of theories of organizational effectiveness is based on the attainment of prestatd goals or objectives. Evaluating effectiveness using this theory set is done by examining the output of the organization in relation to the predetermined goals. According to Connolly et. al. (1980), problems arise when the evaluator has to examine a number of goals. For example, are the operative goals the ones to be examined or are the goals of the power structure the most important? Another problem was identified by Keeley (1978); he noted that using the goal model of effectiveness forced the evaluator to make a choice between evaluating the ultimate goals of the organization or evaluating the short term goals (i.e. goals that are achieved in the process of working toward ultimate or long term goals).

A second set of theories of organizational effectiveness has as its basis a number of criteria including the examination of the inner structure of the organization and the interaction of the organization within its environment. One of the theorists in this area is

Parsons who, as cited in Connolly et. al. (1980), said that organizations may be evaluated on how well they achieve goals and how well they adapt, integrate, and maintain a pattern. Cameron, in Baugher (1981), sees as the focus in this set of theories the examination of the internal processes and operations of the organization. Effectiveness is evaluated in terms of how smoothly the operation is running internally and from an evaluation of the flow of information within the organization. Caplow (1964) believed that organizational effectiveness was dependent on four variables: (1) stability, or the maintenance of status differences; (2) integration, the maintenance of interaction; (3) volunteerism or the maintenance of valences; (4) achievement or the maintenance of activities.

Stability allows the organization to exert control over members and some components of the external environment. Stability is increased by increasing the status differences between positions or by growth in membership, which leads to an increase in the number of status differences.

Integration is a measure of the organization's ability to increase the total volume of interaction among its members or to control internal conflict. More interaction provided less factionalism, better adjustment of individuals within the organization, and a greater consensus about the program of the organization.

Volunteerism is defined as a measure of the ability of the organization's ability to maintain valences between its

positions and groups without coercion. The importance of groups within an organization will be discussed later in this chapter.

Achievement is the net result of the organization's activity. Caplow noted that there is no set standard for measuring organizational achievement because of the diversity of organizations and the complex environments in which they operate.

Failure to satisfy one of Caplow's four variables results in the disintegration of the organization. Most organizations find it easy to satisfy three of the variables. The remaining variable, called the point of stress, becomes the focus of the energies of the organization. For professional organizations, the point of stress is integration. Most committees, faculties, research institutions, and professional associations stumble into the pitfall of factionalism (Caplow, 1964).

Recognition of Caplow's four variables is important for a number of reasons. First, it recognizes that there cannot be one set of effectiveness ideas that can be used on the diverse organizations and environments in which they operate. Caplow's work is also important in that it legitimizes the idea that sub-organizations do play a part in the effectiveness of the larger organization and that professional organizations in particular must pay careful attention to the pressures these factions or sub-organizations exert.

A third set of organizational effectiveness theories is based on the satisfaction of the members or participants of the organization. This set of theories has emerged from the writings of Chester Barnard in The Functions of the Executive (1938) and Bernard Bass in his article entitled "Ultimate Criteria of Organizational Worth" (1952). Since the publication of these works, other authors have incorporated the member or participant satisfaction idea in their models of organizational effectiveness (Cameron cited in in Baugher, 1982; Connolly, et al., 1980; Keeley, 1978; Yutchman and Seashore, 1967; Zammuto, 1982).

In his book Barnard addressed the idea of organizational effectiveness stating that organizational success is attained through the achievement of organizational goals, which he labeled effectiveness, in combination with achievement of individual goals, which he labeled efficiency. Barnard measured effectiveness in much the same way as goal-oriented theorists determine effectiveness. Barnard states that these goals are non-personal and; they are not the goals of an individual or a small group but the larger system.

Within the effectiveness section of Barnard's model, three member behaviors, or personalities, have been identified. The first behavior is manifest when the individual relinquishes his or her identity to the organization in the pursuit of organizational goals. The second behavior occurs when the individual retains his or

her identity while still actively working towards organizational goals. The third behavior is a combination of the two previously mentioned behaviors. The behavior, or personality, of the individual, according to Barnard, depends on what benefits are available from the organization at the time of a decision.

The second part of Barnard's model of a successful organization revolves around the satisfaction of the personal goals of the members of the organization. This section of the effectiveness model is much the same as Blau and Scott's classification of a mutual benefit-association. Barnard places emphasis on the satisfaction of personal goals of members as the means by which individuals cooperate more within the organization thereby increasing the chances that organizational goals will be achieved. Barnard believed that even minimal action, or the appearance of minimal action, taken by the organization to fulfill individual goals was sometimes viewed as satisfying enough to insure the continued cooperation of members within the organization. Cooperation in Barnard's model not only also relieved the single member of responsibility for organizational failure but also denied the individual credit for organizational success. Barnard placed a great deal of value on cooperation because he believed that cooperation justifies itself as a means of overcoming the limitations restricting what an individual can do.

The second part of Barnard's model of organizational success involves the individual. Barnard, as noted above, has labeled this aspect efficiency. The organization, according to Barnard, becomes efficient when member's personal goals are satisfied. This idea is closely linked to the discussion of personalities within the organization whereby the organization must provide some means by which the individual can achieve personal goals. These personal goals are informal and individual. Like Guba and Getzels' model, Barnard found that satisfaction of personal goals was a motivational factor in maintaining a cooperative atmosphere within the organization; this in turn, according to Barnard, will lead to the realization of institutional goals. If the individual did not get personal satisfaction from his or her actions, cooperation was either discontinued or redirected, and this sometimes prevented the organization from achieving its formal goals. Barnard has labeled this the capacity of equilibrium, the balancing of burdens by satisfiers.

Like the effectiveness part of Barnard's model, the organization can take actions to enhance the possibilities of personal goal fulfillment. Among these are the ability of the organization to distribute its output in an equitable fashion and to monitor and change when necessary the formal positions of persons within the organization. Using these two options, the organization can employ means to ensure

manipulate the environment have been discussed by Yutchman and Seashore (1967). Their ideas will be presented later in this chapter.

The exchange between organization and member, which involves benefits given to the member in return for his or her continued cooperation and organizational success, has been employed in Bernard Bass' (1952) model of evaluating organizational success. Bass sought a new way to examine organizations. He found fault with goal-oriented theories of effectiveness; he believed that if only the goal method of evaluation was used, then only profit and/or product oriented organizations should employ it. Bass sought an evaluation based on the extent to which the organization increased its worth to its members. This new criteria was labeled measures of organizational value (as opposed to measures of organizational success).

Measures of organizational value was defined by Bass as the worth of the organization to the individual members and the worth of both the individual members and the organization to society. Bass did not eliminate the goal-centered approach to determining effectiveness, but rather instead he limited its role in his new model of effectiveness evaluation. Like Barnard, and to a lesser degree Guba and Getzels, Bass recognized that two (organization based and individual based elements of evaluation) were necessary for a complete description of organizational effectiveness. Bass also agrees with Barnard

and Yutchman and Seashore in his belief that the organization had to regulate the material (tangible and social) aspects of the organization in order to promote and maintain a state of cooperation. Bass, however, does not feel as strongly as Barnard that successful organizations always have satisfied members. Bass said although it has been inferred that satisfied and secure workers (members) will tend to be more productive, there are many situations where this is not the case. Bass further recognized that there was no way to statistically prove his ideas about organizational effectiveness. He did, nevertheless, offer a set of cases where his principles have been used. Bass identified the government as an organization that recognizes the importance of member satisfaction as a means to maintain structure. Bass highlighted laws and regulations concerning the safety of individuals in the work place, placing legal limits on the number of hours that constitutes a work week, and anti-trust legislation as proof of this assertion.

Bass also named the armed forces as an organization that recognizes the importance of satisfied members since they provide extensive medical services to their members. In the area of industry and labor, extensive social security and other benefit programs were identified as recognition of the importance of member satisfaction.

Connolly et. al. (1980), proposed a variety of sets of criteria to judge effectiveness based on the viewpoint of constituents. Use of this system allows the organization to

be viewed as very effective in some areas and less effective in others. Connolly et. al. believed that the evaluative criteria required to transform a descriptive statement into an evaluative statement flowed from individuals or groups and not from some abstract theory of organizations or systems. The judgement of effectiveness is made by individuals who are best suited to pass judgement-the members or participants of the organization. Connolly expanded his ideas by in stating that since the organization is being evaluated from different perspectives, then multiple levels of benefits are necessary on the basis of what the members or constituents have deemed important.

Tannenbaum (1968) also touched on the idea of recognition of the satisfaction of members when examining organizational effectiveness. Herzberg's (1982) motivation-hygiene theory also supports the idea of member satisfaction. Herzberg's motivators include achievement, recognition for achievement, growth, and advancement. These benefits, when they were given to the members, produced positive job attitudes .

In his model of an effective organization, Keeley (1978) recognized member, or participant, satisfaction as a part of determining organizational effectiveness. Keeley labeled this set of ideas The Participant Satisfaction Model. According to Keeley, the central idea behind this approach is that organizational success is relative to the interests of various participants and that the assumption is

made that organizations exist ultimately for human benefit. Keeley believes that when members desired the same benefit, this translated into an organizational goal. Viewed in this manner, member cooperation within the organization is justified.

Cameron, in Baugher (1981), also recognized the ideas of member or participant satisfaction models of effectiveness. Cameron labeled this approach The Strategic Constituents Approach or The Participant Satisfaction Model. These approaches have many of the same characteristics as Blau and Scott's "who benefits" classification system. Cameron's approach is linked to the needs of the members and the benefits and services provided to these members by the organization. This model of examining effectiveness details the need of the organization to keep abreast of the benefits the members desire. Cameron sees organizations as complex, differing systems requiring different means of evaluation. Most organizations contain multiple, contradictory, and often ambiguous programs that are defined by a broad array of constituents (Cameron, 1981). The type of evaluation must be matched to the type of organization. The strategic constituents model is useful when constituencies have power over what the organization does or when an organization's actions are largely reactive to strategic constituency demands (Cameron, 1981).

Like Connolly, Cameron agrees that examination of organizational effectiveness may yield a variety of results.

Some aspects of the organization may be judged as successful while other parts of the organization may not fare as well. It is at this point that Cameron disagrees with Connolly. Connolly accepts contradictions in evaluations of effectiveness. Cameron, however, proposed a method to eliminate such contradictions.

Cameron names six "critical decisions" that must be made to eliminate differing effectiveness results. The first step is selection of the domain of the activity. At any given time, an organization is pursuing a variety of goals concurrently. In order to properly evaluate, one must select the domain in which the organization will be evaluated. Selection of constituent evaluators is the second step. Cameron suggests that selection be made on the basis of the most powerful constituent group in the organization. The third step addresses levels of analysis. Cameron cites at least three broad levels: effectiveness of individuals, effectiveness of groups or sub-units in the organization and the effectiveness of the overall organization. Selection of the level of analysis is dependent upon domain and constituency selection. Time frame consideration is the next step. Will the evaluation be based on long or short term goals? The selection of data is the next step. Will the data be objective or subjective? This decision should be made on the basis of the other steps taken and the type of organization being evaluated. The last step to consider is the selection of referents.

Cameron's list of referents included a competitive evaluation, a standard or ideal performance consideration, a normative evaluation, a goal-centered evaluation, and a trait evaluation. By pinpointing these specifics before the evaluation begins, Cameron believed that information gathered by such an evaluation would be of very high quality and less subject to question.

Baughner (1981) believed that what constitutes effectiveness is a matter of individual (constituent) perspective. Like Blau and Scott, Baughner suggested that the evaluation focus on a particular type of effectiveness depending on who the organization impacts most.

Yutchman and Seashore's (1967) approach to examining organizational effectiveness includes recognition of the member, or participant, satisfaction model. They, however, focus their model in a slightly different direction. The effectiveness of many organizations cannot be realistically assessed without some accounting for the organization's bargaining position with respect to the engagement of people in the service of the organization (Yutchman and Seashore 1967). The engagement of members is in proportion to how well the organization is able to manipulate the environment in order to attain necessary resources. These resources are then exchanged for the activities of members ; this enables the organization to achieve its goals. Yutchman and Seashore believed that an effective organization competes successfully for a relatively large share of the member's

personality in organizationally relevant ways and thus acquire additional resources from the environment.

Input or feedback from smaller organizations has been identified as helping the larger organization achieve its desired objectives (Hoy and Miskel, 1982; Eldridge and Crombie, 1974; Argyris, 1973; Rogers, Talbot and Cosgrove, 1984). Feedback may come in verbal or nonverbal form. Feedback may also be used to evaluate and form goals to meet the needs and wishes of members or it may be used to evaluate the performance of members of an organization (Argyris 1973). In their examination of feedback, Hoy and Miskel (1982) stressed its reciprocity between the various elements of an organization in helping to keep lines of communication open. Feedback, then, provides a means for the larger organization to keep informed so that needed changes can be made to maintain and increase membership.

The importance of recognizing smaller organizations within the larger organization was found to be necessary in order to maintain organizational structure (Caplow, 1964) and in determining a system to evaluate organizational effectiveness (Cameron, 1981). Providing these smaller organizations with needed benefits is a logical extension of Blau and Scott's "who benefits" classification system, which details the components of a mutual benefit association. This idea has also been legitimized through Guba and Getzels' social systems model; it details the needs of the formal organization and the needs of the individual that may

include membership in a smaller informal or formal group within the organization. Katz and Kahn (1980) also acknowledge the presence of smaller organizations within the larger organization.

Caplow (1964) uses the terms primary organization and secondary organization in his description of the structure of an organization. He defines the primary organization as the formal, authorized, legitimate working body of the organization. This part of the organization contains formal bureaucratic boundaries and positions that translate into managerial status within the organization. This part of the organization may have a formal constitution (i.e. a set of rules and a handbook). Caplow's secondary organization-an organization within an organization-is defined as being much less formal and may be authorized or unauthorized by the larger organization. This organization may develop around cliques, departments, interest groups, or other breaks within the primary organization. The secondary organization is not as formally rule bound as the primary organization.

In the work done by The New Mexico Study and Research Council (1981), organizational structure is defined as containing both formal and informal parts. The formal part is rule bound and changes little from day to day. When changes do occur, it is often a time-consuming effort that many times, depends on the decisions of elected or appointed office holders. The informal part of the New Mexico Study and Research Council's organizational structure is closely

linked to the personalities of the leaders of the smaller groups. The informal part can more easily adjust to external pressures and demands of constituents. Many times the sub-system reacts to influences before these pressures are known to the larger organization.

Similarities were found by the New Mexico group between the larger and sub-organizations. Among these were loyalty and knowledge of overall goals. Loyalty was described as allegiance to the larger organization and to the smaller organization at the same time thereby providing a link between the two levels in the organization promoting cohesiveness when action was needed from a unified front.

Like the work of the New Mexico group, Blau and Scott recognized the importance of groups within the larger organization. They found that the smaller groups developed rules, norms, and expectations, and thus took on some of the characteristics of the larger organization. Social networks between the larger organization and the smaller groups were found to be beneficial. These networks played a part in balancing the rules, values, and norms so that the total organization could more easily realize its goals. At other times these networks served as a catalyst for friction between the two parts of the organization. Bass wrote that the informal organization may contribute-as well as impede-effective operations in the formal organization.

The development of smaller organizations within larger organizations was seen as a means of lessening dependence on

management, as gaining control over the environment, thus promoting a feeling of cohesiveness between members (Blau and Scott, 1962). The informal organization also served as a buffer between the demands of the larger society and the reaction of the larger organization to those demands.

Another benefit provided by smaller groups within the larger organization is the ability to assimilate new information into the system. The smaller organization was more easily able to interpret information on the basis of its impact on the smaller group, and it was then able to convey this interpretation to the larger organization.

Conclusion

The above literature review and theoretical overview attempted, first of all, to provide examples of studies of state and national level professional organizations that impacted education and to examine the methodologies used in such studies. The review also provided some reasons why studies of state-level, professional education organizations are needed and presented a discussion of theories that may be employed in the examination of these state organizations.

Also included was a theoretical overview that presented various ideas concerning organizational effectiveness and provided a framework by which an organization can be classified. In addition, this overview attempted to find a suitable theory set to examine organizational effectiveness. Various authors were cited. All acknowledged the importance of member or participant satisfaction as being an indicator of organizational effectiveness.

Chapter 3

DESIGN OF RESEARCH

The design of this study will draw from ideas presented in Miles and Huberman's Qualitative Data Analysis (1984), Lincoln and Guba's Naturalistic Inquiry (1985), and from Guba's Toward a Methodology of Naturalistic Inquiry in Educational Evaluation (1978). Data about the L.P.A. will be collected from two sources: written reports and interviews.

Miles and Huberman (1983) suggest designating large collection 'bins' in which information can be systematically gathered and examined. For the purpose of this study, the 'bins' will be:

1. the benefits this organization provided to its members
2. the leaders of the state-wide organization
3. membership figures and fiscal status
4. policies of the organization
5. internal and external pressures on the organization and changes brought about by these pressures and
6. the structure of the organization.

For the purpose of this study, benefits will be defined as tangible or intangible rewards accrued through membership in the organization. Benefits may be dispersed directly to

individual members or provided indirectly through organizational support of an issue.

All state-wide elected, appointed, and **salaried** officials of the L.A.P. will be identified. Changes in the responsibilities and duties of state-wide elected and/or appointed officials of the L.A.P. will be identified. Leaders or members of committees will be identified only when there was a relationship between that person and an event in the organization. In some instances, individual members may be identified if they were involved with one of the identified aspects of the organization.

Membership numbers will be identified and graphed on a year by year basis. Like the membership record, an account of the fiscal status of the L.A.P. will be graphed on a year by year basis. This data is in the form of official statements issued to the Executive Committee of the L.A.P., bank statements, cancelled checks, expense vouchers, handwritten notes, and other formal and informal means of fiscal record keeping and transmission.

Policy (public policy) has been defined in a number of ways (Dye 1975). For the purpose of this study I will use the definition of (public) policy provided by Dye (1975). Dye's definition "...includes all actions of government-and not just the stated intentions of governments or government officials ...we must also consider government inaction-what a government chooses not to do-as public policy (15)."

In the context of the L.A.P., a policy will be defined as a matter discussed at an Executive Committee meeting or a General Assembly meeting. Using Dye's (1975) definition, policies may have been voted on favorably, rejected or tabled. Information on policies will come from written and oral sources. Any recurrence of a policy discussion will be identified within its context in order to highlight possible relationships between that policy and other aspects of the organization.

For the purpose of this study, internal and external pressures will be identified as issues that have impacted or attempted to impact the L.A.P. For example, the L.A.P. was a professional education organization in the south with public school principals making up the vast majority of the membership during the time of federally mandated desegregation of public schools. Pressure to desegregate the organization had to be weighed against pressures from other external forces and the feelings of members. How did this and other pressures from external sources change the organization? The written record of this organization may provide information as to the origin of other possible outside pressures as well as any changes brought about by these pressures.

The structure of the L.A.P. will be examined. Any relationships that may have occurred between changes in the structure and the leaders of the L.A.P., benefits provided to members, internal and external pressures on the L.A.P.,

and the membership and fiscal status of the organization will be identified. The constitution of the L.A.P. will be one document used to examine the structure of the organization. This study will identify constitutional changes of the organization. State-wide sub-organizations legitimized by the L.A.P. will be identified. The role and origins of these organizations will be examined in light of possible impact on the leaders, policies, benefits to members, structure of the state-level organization, membership figures, and fiscal status of the organization. District-wide organizations legitimized by the L.A.P. will not be examined. This study also will identify committees appointed by the elected head of the organization.

Written information will be arranged in three ways: chronologically, by the elected president of the state-level organization, and by the tenure of the secretary/treasurer (this position was replaced by a salaried executive secretary). These arrangements allow for the examination of the data from three different perspectives.

Chronological arrangement allows the researcher to examine the written record of the organization within predetermined yet unbiased boundaries. Within each twelve month period, the official (elected, appointed, salaried) leaders of the state-level and district-level organization will be identified. Non-elected members impacting the organization will also be identified. The policies discussed and embraced by the L.A.P. will be identified

within each year. The structure of the organization will be identified as well as internal and external pressures on the organization. Finally, information regarding the number of members and the fiscal position of the organization will be graphed on a year by year basis.

Written information will next be arranged based on the tenure of the elected president of the state-level organization. This arrangement provides more structure than the chronological arrangement and allows for identification of what Guba (1978) refers to as naturally occurring relationships between the data. These relationships may prove to be important turning points or signposts within the evolution of the organization. This arrangement also may help determine the quality or intensity of a relationship (Miles and Huberman, 1983) between the leader and policy, benefits, structure, membership numbers, and fiscal status. Possible relationships may exist between the president and the policies, structure, benefits provided to members, internal and external pressures, and membership and fiscal status of the organization.

The written documents of the organization will then be arranged according to the tenure of the secretary/treasurer and in more recent years, the salaried executive secretary. This arrangement will provide a different perspective from which the information can be viewed. There have been few secretary/treasurers (executive secretaries) of the organization and examining the information within this

boundary may lead to a measure of continuity in the written information and may possibly provide more or different instances of relationships within the data. Policy discussions and decisions, benefits, structural changes, membership figures, and the fiscal status of the organization will be examined in light of this different arrangement.

The second source of information will be oral interviews. Interviews will be used to fill in the gaps left by missing printed documentation. Interviews will be used to verify the information gleaned from written sources and interviews will be used to corroborate information received from other interviews. Triangulation is the term used by Miles and Huberman (1984) and Guba (1978) to check the accuracy of sources. Guba (1978) also states that verifying information (or relationships) through other means helped to eliminate researcher bias. Guba stated that a person using the naturalistic inquiry method should start with a broad body of information from a variety of sources. Once these sources have been carefully examined, the researcher should narrow the focus of the investigation to naturally occurring relationships. These relationships, according to Guba (1978) may prove to be important instances within the body of information but that researcher bias may tilt the focus of the study. Triangulation (Guba, 1978) helps to alleviate this bias.

An interview guide can be found in the appendix. The first four questions are general and, according to Miles and Huberman (1984), generality provides the interviewer with an opportunity to examine broad, salient features of the study without a predetermined set of objectives in hand. These questions will lead to the development of other questions that allow for the systematic collection of data within the broad boundaries of the questions focusing on naturally occurring relationships. The last question serves as a means to collect demographic data that may be missing from written sources. If a person being interviewed requests anonymity, that request will be respected.

Miles and Huberman (1984) recognize that qualitative studies yield vast amounts of information and that the researcher must employ a variety of analysis methods in order to get to the heart of the data. Data reduction, data display, and conclusion drawing/verification are the three means of analysis identified by Miles and Huberman (1984).

Data reduction is an ongoing process in the qualitative study (Miles and Huberman 1984). Summarizing, abstracting, simplifying, sorting, focusing, and discarding are all part of data reduction (Miles and Huberman 1984). Another method of data reduction involves numbering and/or ranking the data. Data reduction sharpens, focuses, and organizes information helping to point toward conclusions (Miles and Huberman 1984).

Data display is another method used in qualitative study to make information easier to interpret (Miles and Huberman 1984). A narrative text (which will be included in this study) is the most commonly used method of data display (Miles and Huberman 1984). Other displays include graphs and charts. Graphs will be incorporated into this study.

Conclusion drawing/verification is the third means of analyzing qualitative data (Miles and Huberman 1984). Miles and Huberman (1984) note that the researcher will begin to draw conclusions from the beginning of the study and that the researcher must keep an open mind in order to avoid skewing the data (Miles and Huberman 1984). Verification, according to Miles and Huberman (1984), can be as simple as a second thought or as involved as a lengthy review of the data.

The data from this study will be analyzed using the three means identified by Miles and Huberman (1984). The written and oral record of the L.A.P. will be examined, sorted, and summarized based on predetermined categories (i.e. benefits) and on yet to be discovered categories. Conclusions will be drawn from data in these categories. The conclusions will be cross checked by reexamining the written record, through the possible discovery of previously unknown written sources, and through interviews. Persons interviewed may be re-interviewed depending on information gathered in the initial interview and through the examination of this data (from the interview) in light of

conclusions drawn from other interviews and from written sources.

Chapter 4

This chapter provides an historical overview of the Louisiana Principals' Association from 1944 through the merger with the black principals' organization (Louisiana Association of Secondary School Principals) in 1975, and the 1975 merger with the Louisiana Association of Elementary School Principals, forming the Louisiana Association of Principals, culminating with the last Executive Committee meeting of 1987.

This chapter will employ a modified version of Miles and Huberman's (1984) Event Listing Analysis procedure. This procedure entails a chronology of events, grouping these events into major categories (Miles and Huberman, 1984). For this study, these categories are: the benefits the organization provided to its members, the leaders of the state-wide organization, membership figures and fiscal status, policies of the organization, and internal and external pressures on the organization and the changes brought about by these pressures.

This overview was completed by reviewing all available materials produced by the organization. This includes minutes of Executive Committee meetings, minutes of the general membership meetings, handwritten memos, correspondence, and other written documentation, as well as interviews with key leaders of the organization. The purpose of these interviews was to clarify important issues found in the documentation, to provide information where

documentation was lacking, and to expand on the written accounts of conflicts impacting the organization. All documents reviewed in this section are available in the office of the executive secretary of the organization.

This chapter will be divided into six sections with the first five sections representing the term of the secretary-treasurer/executive secretary. Beginning with the November 19, 1951 General Assembly meeting, the secretary-treasurer presented a statement of membership and financial condition to the members. At times, however, an official report was not available. These numbers (membership and balance in bank) will appear in this report. Notation will be made as to the source of the figures. Within each of these sections, divisions will be made based on critical events.

Almost from the beginning of the organization there has been an undocumented power shift from the elected offices to the secretary/treasurer or executive secretary. This power shift can be noticed in this chapter.

The concluding section will present conclusions based on the data. From the foregoing and upon request of the organization, we may see that this chapter is arranged chronologically so as to fully illustrate all activities of the organization.

Formation of the Organization (1944-1950)

The Louisiana Principals' Association began its formal organization as a unit of the Louisiana Teachers' Association (L.T.A.) in November, 1944. There are no written records of the organization until 1949. There is, however, an oral account of the events that led up to and immediately followed the formalizing of the organization (i.e. adoption of a constitution and the collection of dues).

R. J. Stoker, the founder of the more active principals' organization remembers the circumstances under which the principals became a cohesive and active unit. He recalled:

Each year the principals would meet in a group (during the L.T.A. meeting) and ... not too many attended .. less than 100 out of all the principals in the state. The L.T.A. allowed us (the principals) to have a little program of which they did more of the planning than we did, which usually consisted of somebody to speak to the group. The L.T.A. chose the speaker. Then we elected officers for another year. There was no name of the organization, just the principals' group affiliated with the L.T.A. We had no dues, no organization, no constitution. It was just a wing of the L.T.A.

The teachers' association met in Shreveport this particular year, and I (Stoker) didn't seek the job, but I was elected president. I said "I'm not going to preside over nothing. The superintendents have an association, the school board members have an association, classroom teachers have an association; frankly, the tail is wagging the dog." I said "We need to have some clout." The principals agreed. So I went back to Pleasant Hill High School and wrote a constitution. I had to get that constitution adopted. I took my own time and expense and started ... I went to every district... representatives were elected from each district ... who were to vote on the constitution. At the

meeting the next year (of the L.T.A.) we adopted the constitution, and these members ... formed the first executive committee. I believe there was one woman on the committee out of New Orleans. All levels of principals were invited ... I'll admit that secondary principals were in the majority ... elementary principals felt back in those days a little bit inferior. It was for all principals. The district representative was a member of the council (executive committee)... each district selected their own council member, and then it became his responsibility to see that his district functioned. It was his responsibility to get every principal in his district to pay his dues.... I was president for one year when it wasn't an association. Then I served three years after that. Everything I did was for the betterment of the principals. If I had not got out on my own time and my own money and toured this state and worked like a dog to set it up ... it may have been several years down the road before we had a state principals' association.

When asked if there was any difficulty in getting the teachers' organization to recognize the newly formed principals' organization, Stoker replied that "the association didn't give a hoot. All of the others (superintendents and school board members) had organizations, so it really wasn't anything." (Stoker, 1987)

When asked about the goals of the organization once the constitution was ratified, Stoker replied that "We could carry our grievances to the legislature or the State Department (of Education)." Stoker remarked that salary was "one of the big problems ...when the teachers got the first real raise from the state, the principals were not included, and I went to Baton Rouge immediately and had a talk with (State) Superintendent Jackson about the situation, and he said that it was just really an oversight, and if we hadn't had an organization, it would have continued to be an

oversight. He couldn't do anything then but he said he would recommend that the (parish) superintendents give the principals a \$500 across the board raise. So we did accomplish something. I feel like I contributed my part and maybe some more." (Stoker, 1987)

There is little documentation from the organization until 1949. Notes from 1949 indicate that the state had been divided into districts, as mentioned by Mr. Stoker, and that L. F. Fowler served as president, J. Schwartz as vice-president, C. V. Ellison as secretary-treasurer, Robert E. May as executive advisor, and Remi Lavergne as state coordinator for L.P.A. and the N.A.S.S.P. Among the district chairman were R. J. Stoker, representing District 4, and Loretta Doerr from New Orleans. Doerr would later prove to be a significant force in the organization.

Dues for the L.P.A. were \$3.00 per year. Chairmen of each district were instructed to collect dues in their district and mail them to the secretary-treasurer. Each Chairman was also instructed to call district meetings, supervise parish meetings, and report on the progress of his/her district at the annual teachers' meeting in November. Parish and district chairmen were to keep all proceedings before the public.

Records from 1950 allow for a more detailed examination of the L.P.A. A copy of the constitution of the L.P.A. was among the 1950 notes. Although this document is not dated, when comparing the type of paper, quality of print, and

location found with other 1950 documents, indications are that it probably was from 1950. The objectives of the organization were as follows: 1) To secure the advancement of public education through the improvement of supervision and administration; 2) To make public the needs, problems and responsibilities of the school principal; 3) To promote unity and cooperation among members; 4) To provide opportunities for the exchange of helpful ideas among members; 5) To provide an organized effort to promote and maintain its professional standing; 6) To provide an organized opportunity for the discussion of its common problems.

Membership in the organization was open to all Louisiana school principals who were members of the L.T.A. This provision kept the L.P.A. segregated, since the L.T.A. prohibited black membership. The dues were \$3.00, and the officers of the organization were the president, vice-president, and the secretary-treasurer. These officers were to be elected at the annual meeting of the L.T.A. The length of the term for these officers was one year unless re-elected. The president was given the power to appoint temporary district chairmen, pending the election of a replacement. The Executive Committee was to be composed of the president, vice-president, secretary-treasurer and one member from each district, designated as the district chairman. The term of office for Executive Committee members was one year unless re-elected.

According to the constitution, the L.P.A. was to hold two meetings per year. One meeting was to be held in conjunction with the L.T.A. convention, while the second meeting was to last for two days and be held in the spring. This Article illustrates the close association between the L.P.A. and the L.T.A. during the early years of the organization. Later, internal and external pressures would necessitate a more independent stand on the part of the L.P.A. District meetings were to be held each quarter or at the pleasure of the district organization. The election of district officers was to take place no later than November.

The President was given the power to authorize the appointment of committees. This constitution indicates the existence of a program committee. The constitution could be amended by a majority vote of the membership.

Each Executive Committee member was to preside over district meetings and be responsible for the organization, operation, and success of the district. The district chairmen were empowered to appoint parish chairmen if none were elected.

Under the section entitled "Duties of Officers," the president was to preside over all meetings, prepare for programs, and appoint all committees not otherwise provided for. The president was to be the chairman and a member of the Executive Committee and was given the power to call an Executive Committee meeting whenever he deemed it necessary,

or when a majority of the Executive Committee members requested one. In the absence of the president, the vice-president was given the power to preside and was designated to succeed to the office of President in case of a vacancy.

The secretary-treasurer was to keep a record of the proceedings of meetings of the Executive Committee and of the association. The secretary-treasurer was to be under the direction of the Executive Committee, and in the absence of such direction was to be under the direction of the president. The secretary-treasurer was to collect and dispense all monies of the organization under the direction of the president or by a majority vote of the Executive Committee. The secretary-treasurer was to keep a record of all meetings of the organization and be custodian of the property of the organization. At the annual meeting (with the L.T.A.) the secretary-treasurer was to submit a report to the organization, and upon expiration of his term, turn over all property and records of the organization.

Minutes of an Executive Committee meeting held on April 21, 1950 provide the first opportunity, other than the constitution, to examine the written record of the L.P.A. Following the guidelines set up in the constitution, the issues discussed at the Executive Committee meeting were brought before the general membership for consideration. This procedure continued for some time with the general membership rarely verbalizing opposition to an issue or

raising an issue not first considered by the Executive Committee. The mid 1950's saw the first signs of membership dissatisfaction with the internal structure of the organization. Some issues were raised and discussed from the floor, but this type of input was and continues to be a rare occurrence.

At the April 22, 1950 meeting, the Executive Committee voted to ask the United Schools Committee (U.S.C.) if the L.P.A. could participate in the work of the organization. At the time, the U.S.C. was comprised of a number of educational organizations that united in their efforts to effect legislation, develop policy, and present a professional image to the public. The Executive Committee also voted to appoint a legislative committee and to pay the expenses of committee members if the U.S.C. refused to allow L.P.A. participation.

One issue dominated the energies of the organization--salaries and because the organization was free of internal pressures, it could devote its resources to the achievement of this goal. Association with the U.S.C. later proved to be very beneficial to the organization for a number of years, allowing the L.P.A. a larger voice in educational policy decisions including passage of improved salary schedules. In 1952 the president of the L.P.A. served as the chairman of the L.T.A. legislative committee (part of the U.S.C.) and was instrumental in securing passage of bills beneficial to the L.P.A. The Executive

Committee also voted to cooperate with the L.T.A. in the selection of a speaker for the annual convention. This marked the first time principals were allowed to choose a speaker for their section of the annual convention.

A revised salary schedule for principals was presented at this meeting. This schedule was adopted by the committee, and a handwritten note indicates that this schedule was presented to the Board of Elementary and Secondary Education (B.E.S.E.). The Executive Committee also voted to ask S.A.C.S. and the State Department of Education to set up guidelines for providing clerical help in schools. The Executive Committee voted to pay themselves 7c per mile for each meeting attended on behalf of the L.P.A.

L. L. Wimberly, who may have been president of the organization at the time of this meeting, moved that the L.P.A. endorse a proposal calling for library funding to be sent directly to parish school boards and that library books be ordered by the local boards. A committee was formed to study this issue, and a second committee was formed to study possible changes in the constitution. These committees were to report back to the General Meeting in November. A third committee was to draw up a resolution asking college and university officials from Louisiana and surrounding states not to solicit high school athletes during school time or at any time when there would be interference with school work. The Executive Committee also voted to ask the Louisiana

Music Education Association (L.M.E.A.) to de-emphasize district music festivals and emphasize only local competition.

The Executive Committee voted to endorse the legislative proposals of the L.T.A. with the exception that the principals' minimum salary schedule be approved and incorporated into the L.E.A. program. A recommendation was made and accepted that district committees collect dues of \$2.00, and the president of the L.P.A. was empowered to "Use his own judgement on disclosing the actions of this committee."

W. W. Williams (1950-1958)

W. W. Williams served as secretary-treasurer from 1950 until 1958. William's tenure was marked by the beginnings of what would later prove to be a significant internal struggle, which eventually led to the formation of an organization within the L.P.A. During the time Williams was secretary-treasurer, the L.P.A. joined forces with the superintendents' association to work toward a new salary schedule. Improvement of salaries would prove to be the most important issue faced by the organization. This issue would unite special interest groups within the organization, causing approximately half of the members of the L.P.A. to threaten to withdraw.

While Williams was secretary-treasurer, the L.P.A. met frequently with then State Superintendent Shelby Jackson. The L.A.P. enjoyed a close working relationship with Jackson which allowed the organization even greater input on matters of interest to the L.P.A.

Enthusiasm and Action: Early Success

The minutes of the General Meeting held on November 21, 1950 showed that W. E. Pate was chairman (president), M. A. Price vice-chairman (vice-president), and W. W. Williams secretary-treasurer. Dr. A. Holt, past president of the N.E.A., gave a speech entitled "Selling Our Schools To The Public."

In a report by Chairman Pate on the accomplishments of the organization over the prior year, the association was informed that a ruling received from the State Department of Education revealed that the Attorney General had ruled unconstitutional the proposal endorsed by the L.A.P., whereby library money would be sent directly to the local parishes. However, Chairman Pate was assured that library funding procedures would be expedited. Chairman Pate reported that the L.P.A. had been invited to join the U.S.C.

Also discussed was the salary schedule endorsed by the L.P.A. on April 22. The Principals' Committee had met with the Parish Superintendents' Executive Committee, and a new committee was formed. This committee met with State Superintendent Jackson. Superintendent Jackson agreed with the schedule drawn up by the committee and submitted the proposal to the B.E.S.E. The B.E.S.E. in turn took the schedule under advisement and recommended further study by the State Superintendent. It was noted that most school systems met the standards set by the new salary schedule, and a motion was made for the chairman of the L.P.A. to

appoint a committee to continue to work with the committee appointed by Superintendent Jackson.

In another action, the Executive Committee was authorized to plan for a two or three day meeting on a college campus in June. This conference would prove to be the most important event sponsored by the organization, providing numerous benefits to members. In interviews conducted with past and present leaders of the organization, almost every person spoke of the importance of this conference as a unifying force of the association. However, later documents will show that some members became dissatisfied with the conference and initiated changes in its structure. The topic of the first conference was to be "Improving Educational Administration, Supervision, and Instruction in Our Schools." The State Department of Education agreed to help secure consultants for this meeting. This was one of many services provided to the L.P.A. by the State Department of Education.

A motion was made by Loretta Doerr to form an Elementary Principals' Association for the purpose of inviting the Regional Conference of Elementary School Principals to meet in Louisiana. The motion was seconded. An amendment was offered that allowed the Executive Committee of the L.P.A. to work out arrangements whereby the Regional Conference could be invited by the Executive Committee. Doerr further amended the motion to include the wording "full support from the Louisiana Principals'

Association." The amended motion carried, and Loretta Doerr was appointed chairman of the committee. The motion made by Doerr began a series of events which eventually led to the formation of an organization within the L.P.A. This organization, the Elementary Principals' Unit (E.P.U.), would later demand greater representation on the decision making-committees of the organization. Unfortunately, Doerr is deceased, but Dr. Julianna Boudreaux, president of the E.P.U. in the early 1960's, gives credit to Loretta Doerr as being one of the most influential people in the L.P.A. (Boudreaux, 1987)

Officers for the 1950-51 term were the sole nominees for the next term and were elected by acclamation. These men were W. E. Pate as chairman, M. Price as vice-chairman, and W. W. Williams as secretary-treasurer.

The documents show that although the organization seemed preoccupied with efforts to improve salaries of its members, the remainder of the actions taken by the Executive Committee were for the almost exclusive benefit of high school principals (i.e. L.M.E.A. action and recruiting activities). Major actions taken by the L.P.A. in 1950 included strengthening of the relationship between the organization and the State Superintendent, and establishing the annual conference. The L.P.A. was invited to join the U.S.C., thus providing a stronger voice for the organization. The L.P.A. also took action to gain control of the agenda at the annual meeting held in conjunction with

the teachers' organization. 1950 was also the first year elementary principals raised the issue of a principals' organization exclusively for elementary principals. In 1950, elementary principals felt that a separate organization was needed to invite the Regional Conference of Elementary Principals. The Executive Committee circumvented this attempt in 1951 by establishing a committee, with an elementary principal as chairman, to arrange for the conference. However, this action did little to quiet the growing demands of the elementary principals.

Planning for the Summer Conference occupied much of the time of Executive Committee members at a meeting on January 19, 1951. Offers from various colleges were discussed, and that tendered by Northwestern State College was accepted. Dates for the conference were set and a program committee was appointed by the chairman. Suggestions for topics and speakers were invited. Members of the L.P.A. would later be informed that the Air Force requested use of the Northwestern campus for training, and that housing arrangements made for the L.P.A. would have to be changed. An issue relating to this displacement, teachers being drafted for the Korean War, had become a concern of the organization, as evidenced by reports from members of the Executive Committee who attended a regional meeting on teacher certification and related issues. Attendance at this meeting brought about a motion to invite the Parish Superintendents Executive Committee to join the L.P.A.

Executive Committee in studying the following topics: certification standards for teachers, supervisors, principals, and superintendents; acceptance of non-certified personnel; salary schedules for principals and administrators; implementation of cost-of-living raises for teachers; finding a way to keep certified teachers in schools in light of national defense needs; studying the distribution of state school funds; and any other problems facing education. A committee was formed of members of the Executive Committee to draw up a resolution concerning the stand of the L.P.A. on these items. This resolution was to be sent to the State Department of Education.

There was further discussion involving the proposed salary schedule. It was noted that the State Superintendent had appointed a committee to study the schedule and make recommendations, but Superintendent Jackson had not called a meeting of this committee. The documents do not reveal why the superintendent chose not to act on this matter.

At the general assembly meeting held on November 21, 1950, the L.P.A. had requested that the Louisiana Music Education Association de-emphasize all competition beyond the local level. It was announced at the January 19, 1951 meeting that the L.M.E.A. had complied with this request.

The Executive Committee voted to formally ask the Regional Conference of Elementary School Principals to hold their 1952 meeting in Louisiana. The secretary-treasurer was directed to contact the National Association of

Elementary School Principals regarding dual (state and national) membership rates enjoyed by L.P.A. members belonging to the National Association of Secondary School Principals.

The Executive Committee next met on November 19, 1951. During the time between the two meetings, the president and secretary-treasurer sent letters to principals in the state inviting them to become members of the L.P.A. and to attend the summer conference. Recruitment of new members became a topic of frequent discussion. District chairmen were urged to appoint or act as membership coordinator for their district.

At the November 19 meeting, Loretta Doerr announced that the South Central District Department of Elementary School Principals would meet in New Orleans in March of 1952. The Executive Committee voted to contribute \$100.00 to help finance the conference and to send the president and two members to the meeting. The 1952 summer conference dates were set. This conference was to be held on the L.S.U. campus, and a committee was appointed to begin preparations. L.S.U. served as host campus for a number of years. During the first years at L.S.U., the L.P.A. accepted speakers provided by L.S.U. Acceptance of these speakers meant that the conference had to remain open to anyone wishing to attend, including L.S.U. students and professors. In later years, the association voted to pay

for outside speakers, allowing the association to limit attendance to members and invited guests.

Plans for the U.S.C. legislative program were discussed. The Executive Committee endorsed the following five proposals: maintenance of the minimum salary schedule; cost of living adjustments for all public school employees; increased funding to employ "necessary personnel to provide reasonable educational opportunities for every one of the continuously increasing number of Louisiana school children"; maintenance of the present tax rates dedicated to finance public education; and preservation of benefit laws.

The Executive Committee recommended changes in the constitution of the organization. The minutes of the General Assembly meeting held on November 20, 1951, provide information about these changes. Article III, Section 2 was amended to include an expiration date for renewal of membership. Article V, Section 3 was amended to include dates for the election of district officers and a request that the secretary-treasurer be notified of the name of each district chairman. Article IV, Section 5 was amended so that Executive Committee members' terms would be concurrent with the terms of L.P.A. officials. In a related matter, the committee voted to assign East Feliciana Parish to District 8. This parish had inadvertently been left out of the list making such assignments.

The financial statement from November 16, 1951 indicated a balance of \$802.42 and a membership of 386. This report was read and accepted by the Executive Committee.

As was the custom, the General Assembly met the following day with Dr. William Givens, Executive Secretary of the National Education Association, making a speech entitled "Schools For Our Times." Dr. George Hooper, Director of the South Central District, Department of Elementary School Principals presented plans for the upcoming regional conference to be held in New Orleans in March of 1952.

The three amendments to the Constitution and the financial statement were read and approved. The legislative program of the U.S.C. was presented and discussed, and a strategy set for getting each candidate seeking state-wide office to endorse the program. Plans to have the second annual Summer Conference at L.S.U. were endorsed by the membership.

F. F. Wimberly was nominated and elected chairman. B. S. Walker was nominated and elected vice-chairman, and W. W. Williams was nominated and re-elected secretary-treasurer.

The year 1951 marked a number of important firsts for the organization. In 1951 the L.P.A. joined forces with the superintendents' association to discuss and formulate policy on a number of issues. This marked the first time the L.P.A. joined forces with another professional education

organization other than the teachers' organization to bring about changes in educational policy. Unlike association with the U.S.C. where all member organizations were regarded as equals, association with the superintendents association legitimized the L.P.A. as the voice of white principals in Louisiana. The L.P.A. succeeded in getting the L.M.E.A. to change its policy regarding state music competition, and a number of minor amendments were made to the constitution. The documents again reflect, other than the \$100 appropriation for the D.E.S.P., the action taken by the organization was, for the most part, on behalf of senior high principals. The year 1951 marked the initiation of the annual conference sponsored by the organization. This conference would grow in scope; later conferences would provide separate sections for elementary, middle, and senior high school principals, thus alleviating some of the tension between these groups. However, before this concession was made, other internal and external forces would shape the structure and direction of the organization.

Chairman Wimberly called to order the January 18, 1952 meeting of the Executive Committee. Discussion of the Summer Conference occupied much of the meeting. During this time, the Kellogg Foundation sponsored a series of workshops, with the State Department of Education acting as state coordinator for the foundation. A representative of the State Department of Education offered the services of consultants provided by the Kellogg Foundation. The topic of

the Kellogg Foundation Program would be Improvement of School Administration. The services of the consultants would be free of charge, provided the L.P.A. conference theme would be "Improvement of School Administration." A motion was made and seconded that the L.P.A. accept the services of the consultants, provided the conference agenda be left up to the L.P.A. A committee was appointed to plan for the Summer Conference, and a request was made for possible topics and speakers for the conference. No information is available indicating whether the L.P.A. accepted the offer from the State Department of Education and the Kellogg Foundation.

B. J. Robertson, another representative from the State Department of Education, announced that there would be a series of conferences on "Improvement of School Administration" to be held on the L.S.U. campus. The conferences were under the direction of the Louisiana Advisory Committee. This committee was composed of presidents of all state (Louisiana) education organizations, including the L.P.A. Robertson requested the L.P.A. to send representatives to the conferences. The motion was made and accepted for the President to make these appointments.

In a discussion of the legislative program of the United Schools Committee, it was noted that after mailing copies of the program to candidates for governor and the legislature, favorable responses had been received from all gubernatorial candidates and from a majority of candidates

for the legislature. The Executive Committee reaffirmed support for the U.S.C. program.

The committee discussed the stand taken by the State P.T.A. favoring the appointment of a state superintendent. This issue led to the withdrawal of the organization from the U.S.C., which opposed the change. The Executive Committee urged the P.T.A. to rejoin the organization and pledged to work at the local level to achieve this objective.

A committee was appointed to study the possibility of a monthly publication sponsored by the L.P.A. Loretta Doerr gave a report on the Regional Conference of the Department of Elementary School Principals to be held in New Orleans, and speakers were announced for the conference. It was noted that this was the first time a conference of this nature would be held in Louisiana, and that the L.P.A. was instrumental in bringing the conference to the state. The secretary-treasurer was directed to write letters to local superintendents, urging them to provide release time for principals who wished to attend the conference.

A 1952 copy of a publication entitled "Louisiana School Principals' Association State Chairman's News Letter" was addressed to all Elementary and High School Principals in Louisiana. The newsletter provided information on the proceedings of the Executive Committee meeting held on January 25. Announcements were made concerning the annual Summer Conference sponsored by the L.P.A. All principals

were invited to join the organization and attend the conference. The legislative program of the U.S.C. was reviewed, along with the stand taken by the P.T.A. A report was given on the proceedings of the conference held in New Orleans.

Strengthening Segregation

The November, 1952 meeting of the Executive Committee was held in New Orleans. The financial report was read and approved. It showed a balance of \$928.62 with 321 members. There was a discussion of the activities of the L.P.A. during the past legislative session. President Wimberly had served as Chairman of the L.E.A. Legislative Committee and had been very active in securing the passage of the entire U.S.C. legislative program. The Executive Committee voted to pay President Wimberly \$50.00 above the expenses paid by the L.E.A. and to go on record thanking him for his efforts. On a motion by Loretta Doerr, the committee voted to pay the outstanding balance of \$150.00 left from the Department of Elementary School Principals Conference held in New Orleans.

Two changes to the constitution were approved by the Executive Committee. Article III, Section 1, was altered to read "Membership in the Louisiana Principal's Association is open to all white Louisiana School Principals." A previous copy indicated no racial segregation, but mandated membership in the all-white teachers' organization. Interviews with a leader from the 1950's indicated that there were no blacks in the organization at this time, nor

could he recall any blacks attempting to become members. (Anon., 1987) Under Article V, Section 5, Executive Committee members were to be elected for two-year terms instead of one. The exceptions to this change were the president, vice-president, and secretary-treasurer. These officers were to remain on the committee for one year unless re-elected. Also under this section a change mandated that even-numbered districts elect chairmen in even numbered years and odd numbered districts elect chairmen in odd numbered years.

The following day, November 25, 1952, the General Assembly of the L.P.A. met to consider the actions of the Executive Committee. Dr. Helen Davis from Colorado State College gave a speech entitled "The Supervising Principal." The membership voted to accept the changes in the constitution and to defray the remaining expenses of the conference in New Orleans. The general membership also voted to pay Wimberly \$50.00 for expenses incurred beyond those provided for by the L.T.A.

Under new business, a request was made and accepted that a committee be appointed to study the problems of the teaching principal. This committee was to provide recommendations at the next annual meeting. All officers were re-elected to serve another year.

1952 marked the first time the L.P.A. took steps to insure segregation of the organization. Article III, Section 1 of the constitution was amended so that only white

principals could join the organization. This action was taken despite a mandate from the teachers' organization stipulating that members of the L.P.A. must also be members of the segregated teachers' organization.

In 1952, the L.P.A. also played an important role in action taken by the state legislature. The L.P.A. was instrumental in sending a questionnaire to candidates for governor and the legislature. Respondents indicated support for the U.S.C. legislative program, and President Wimberly had played an important part in securing the passage of the U.S.C. program in the legislature. The L.P.A. voted to reward him for his efforts. A committee was appointed to study the possibility of publishing a monthly newsletter, but there was no action from this committee in 1952. In subsequent years the association began a newsletter.

The year 1952 also marked the first time the Department of Elementary School Principals' Conference was held in the state. The efforts of the L.P.A. made this a reality. The L.P.A. voted to help defray the cost of this conference, sending a donation that exceeded an initial request. Loretta Doerr coordinated arrangements for the conference. This action also marked the first time the organization had committed its efforts exclusively to the elementary principals.

Elementary Principals: The Struggle For Recognition

The Executive Committee next met on January 30, 1953. The Summer Conference was discussed, and a committee was

appointed to finalize plans. L.S.U. and the State Department of Education were to provide speakers for the conference, retaining the open door policy.

A committee was appointed to study the possibility of an L.P.A. journal or news bulletin. A similar committee had been appointed at the January 18, 1952 Executive Committee meeting, and a copy of a newsletter from 1950 gave no indication of whether the newsletter was (in 1950) a permanent part of the L.P.A. or a means of recruiting new members.

In a discussion of the salary schedule the question of equal pay for elementary and high school principals was discussed, and secretary-treasurer Williams stated that neither the State Board of Education nor the Superintendents' Association would approve of equalization; therefore, this was a moot subject. However, the Executive Committee empowered the president to appoint a committee to study and make recommendations concerning the salary schedule and the question of equalization. The issue of equalization of pay between elementary and high school principals became the focal point of tensions between elementary and high school principals. Both the minutes of the organization for years after this initial conflict and interviews conducted with leaders of the organization show a lingering dispute between elementary principals and the Executive Committee of the L.P.A. This initial dispute triggered a series of actions initiated by the elementary

principals aimed at increasing their input in determining the benefits provided by the the organization. This protracted dispute continues to this day.

On June 8, 1953 the L.P.A. Executive Committee met in Baton Rouge. The financial report showed a balance of \$868.46 and was approved by the committee. John Harris, Director of the Educational Information Service, requested that the L.P.A. sponsor the services of this organization. In return for their sponsorship, the L.P.A. would receive 10% of the gross income generated from the dissemination of the surveys done by the service. The L.P.A. accepted the offer.

Mary Dolphin, who had taken over the chairmanship of District 10 from Loretta Doerr, offered a motion that the L.P.A. pay \$50.00 to the annual Department of Elementary School Principals' Conference. The committee approved this motion. Mary Dolphin later became a key player in an internal struggle for power in the organization. She was contacted on numerous occasions, but declined to be interviewed.

At the June 8 meeting the Executive Committee was requested to provide assistance to a principal in Acadia Parish who was on trial under the provisions of the Louisiana Tenure Law for disciplining students. The president of the L.T.A. (Loretta Doerr) indicated that the L.T.A. "had no machinery to handle such cases." The L.P.A.

voted to take no action on the case, since no provisions were made in the Constitution of the L.P.A.

In an Executive Committee meeting called on October 8, 1953 to discuss a proposed salary schedule and the Summer Conference, it was decided to have each district chairman poll the members to see if they desired an open or closed session at the Summer Conference. Discussion brought out that if L.S.U. provided a speaker as it had in the past, the sessions had to remain open to faculty and students. If the L.P.A. paid for outside speakers, the sessions would be exclusively for L.P.A. members. District chairmen were also requested to poll the members on suggested changes in the salary schedule, and each chairman was to report the findings at the Summer Conference.

The Executive Committee next met on November 23, 1953, and President Wimberly discussed the actions of the L.P.A. over the past year, mentioning progress in the area of salaries for principals and other professional gains. Wimberly failed to mention the increasing friction developing between the elementary principals and the rest of the organization, nor did he initiate any measures to alleviate this problem.

At the General Assembly meeting held the next day, the financial report was presented and accepted. It showed a balance of \$1276.86 and an unofficial membership count of 268. President Wimberly again outlined the gains made by the organization over the past four years. It was noted

that the annual salary in 1948 was \$4,630, and by 1952 it had reached \$5,650. The minutes of the meeting included the following quotes: "(The) L.P.A. had no small part in this increase." During the tenure of President Wimberly, the L.P.A. "has gained respect as a force in education" and grown professionally through district meetings, annual meetings, and the Summer Conference.

The following nominations were read and accepted: B. S. Walker for president; Mary Dolphin for vice-president; and W. W. Williams to continue as secretary-treasurer. This was the first time a woman had been elected to a state-wide position in the L.P.A. Not until 1973, when Katie Nell Morgan was elected vice-president, would a woman serve in a state-wide elected office.

In a copy of the newsletter entitled "Items Of Interest For Louisiana Principals," President Walker encouraged members to send him items for publication in the newsletter. He also reported on his recent attendance at the S.A.C.S. Convention and encouraged other principals to attend the convention the next year. Dates for the Summer Conference were set, and principals were encouraged to bring at least one non-member to the conference. Principals were told to acquaint themselves with the legislative program of the U.S.C. for the upcoming year.

In a section entitled "The Secretary Speaks," principals were urged to renew their membership and to

recruit new members. It was noted that the L.P.A. had over 400 members at the time of this publication.

In 1953 equalization of pay between elementary and high school principals became a point of contention among members of the association. Loretta Doerr and Mary Dolphin initiated numerous actions involving this issue. These actions were to no avail. In subsequent years, particularly 1955, this issue would become explosive, almost causing the elementary principals to withdraw from the association. Again, Dolphin and Doerr would spearhead discussions on the issue.

In 1953, the L.P.A. was requested to assist a principal involved in a termination hearing. The L.P.A. declined to help, noting that the constitution of the organization made no provision for assistance. However, in 1971, the L.P.A. did provide financial assistance to a principal in similar circumstance.

The documents from 1953 begin to show a shift in decision-making power and organizational responsibility away from the president (chairman) and to the secretary-treasure/executive secretary. The reasons for this shift are unclear, but, the trend continued throughout much of the history of the organization.

P.A.R.: The First Warning

At the January 29, 1954 meeting of the Executive Committee, Mary Dolphin moved that the L.P.A. recommend that a nationally recognized, disinterested actuary be hired to

evaluate the results of a Public Affairs Research (P.A.R.) study of the Teacher Retirement System. The L.P.A. requested that L.T.A. funds be used for the project, but if no funds were available from this source, the Executive Committee voted to recommend that all school employees be assessed a fee of \$1.00.

Loretta Doerr made, and the committee accepted, a motion that at least one elementary school principal be appointed to the Summer Conference planning committee. No reason for this request was given, but Dr. J. Boudreaux recalled the first time she attended the conference with a group of elementary principals from New Orleans. "The speaker got up and gave a talk about how to strengthen the muscles in a football player's neck. Many of the speakers at this conference were of no interest to the elementary principals." (Boudreaux, 1987) Dolphin's motion may have been an attempt to rectify this situation.

The Executive Committee also voted to endorse the legislative program of the U.S.C. B. S. Walker and W. W. Williams were asked to represent the interests of the organization at the upcoming legislative session, and the Executive Committee voted to pay all expenses incurred beyond those covered by the L.T.A. In a move to make the newsletter a permanent part of the L.P.A., the committee voted to purchase an addressograph machine.

Changes In Conference Policy

In a February 26, 1954 letter to Executive Committee members, B. S. Walker outlined the legislative program of the U.S.C. He requested that members familiarize themselves with the program and contact legislators regarding the salary increase.

The Executive Committee, which met on November 22, 1954, voted to charge a registration fee for the summer conference and to restrict attendance at the conference. The committee members discussed the proposed salary schedule, and on a motion made by Loretta Doerr and seconded by Mary Dolphin, the Executive Committee voted to delay action on the salary schedule until the January meeting of the Executive Committee. According to Dr. Boudreaux, delays such as this one centered around the equalization-of-pay dispute. (Boudreaux, 1987) Doerr and Dolphin did not want the L.P.A. to endorse a schedule that contained differences in pay for elementary and high school principals.

At the General Assembly meeting of November 23, 1954, President Walker discussed the accomplishments made by the organization over the past year. These were the legislative program, support of the U.S.C. program, the annual Summer Conference, and the newsletter. The membership voted to endorse the new policies charging a registration fee for the summer conference and admitting only members and invited guests to the conference. Loretta Doerr moved that all officers be retained for the next year. The membership

accepted this motion and the financial report showed a balance of \$1077.70 with an unofficial membership count of 320.

The issue of pay equalization was a hot topic in 1954 and getting hotter. Numerous objections were again raised concerning differences in pay between elementary and high school principals. These objections would continue. Elementary principals received a concession from the Executive Committee during 1954. The committee voted to allow an elementary principal to participate on the planning committee of the Summer Conference.

The general membership voted in 1954 to make the newsletter a permanent fixture of the L.P.A. 1954 also marked the first time steps were taken to limit attendance at the annual conference. Another first occurred when the organization limited attendance. The organization would have to pay speakers for the conference, rather than relying on speakers provided at no cost by the State Department of Education or L.S.U. The L.P.A. continued its efforts to secure passage of laws it thought beneficial to its members, endorsing the program of the U.S.C. and funding two L.P.A. members designated to work with the legislature to insure a favorable outcome for the association.

Under pressure from the P.A.R., the L.P.A. examined the condition of the retirement system. The organization voted to have all members of the retirement system finance a study of its condition. This marked the first time the

P.A.R. raised an issue sensitive to the L.P.A. It would by no means be the last.

Elementary Principals: Formal Recognition Without Formal Power

Dedication of state revenue was the main topic of discussion at the January 28, 1955 meeting of the Executive Committee. The U.S.C. program was discussed and endorsed. President Walker urged committee members to urge the membership to get involved in helping the L.P.A. and U.S.C. secure passage of the legislative program. The Executive Committee voted to provide President Walker with the financial backing necessary to carry out this mandate.

The salary schedule was discussed. Loretta Doerr moved, and the committee agreed, to have the president appoint a committee to gather recommendations from local districts regarding the pay issue and present the ideas at the Summer Conference. The Executive Committee voted to pay the expenses of the salary committee.

Loretta Doerr moved to redirect the \$50.00 that had been donated to the Department of Elementary School Principals to pay the expenses of an elementary principal delegate to the Regional Conference. She also proposed that \$50.00 be appropriated to pay the expenses of a delegate attending the N.A.S.S.P. conference. The motion carried.

President Walker requested a report on the new Elementary Principals Unit of the L.P.A. The constitution of the newly-formed unit was presented, and the Executive

Committee was asked to approve and endorse the constitution and by-laws of the unit. The motion passed unanimously. Joe Rivet, secretary-treasurer of the organization from 1968 to 1976 recalled that the constitution of the L.P.A. made no provisions for setting up groups sanctioned by the L.P.A. "The elementary people have always...wanted to have a separate section of their own, and they do elect officers." (Rivet, 1987) When asked if middle or senior high principals had a similar arrangement, Rivet replied "Never has been a demand for it. "They (elementary principals) don't want to break away ...but they want some recognition within the organization." (Rivet, 1987, 1988) Dr. Boudreaux, however, recalled a time when the elementary principals came very close to breaking away from the L.P.A. (Boudreaux 1987) The difference in these two accounts can be attributed to the fact that Secretary-Treasurer Rivet was associated with the organization during the late 1960's to mid 1970's while Dr. Boudreaux was a member from the same parish (Orleans) (and had frequent contact with Mary Dolphin and Loretta Doerr) in the mid 1950's to early 1960's. Dr. Boudreaux was also president of the E.P.U.

In a related matter, during the course of this project, a document dated January 23, 1947 entitled "Proposed Constitution For Department Of Elementary Principals" was found among the documents of the L.P.A. This document presents a constitution and a set of by-laws. No information regarding this document could be located. Dr.

Boudreaux, president of the Elementary Principals Unit in the early 1960's, confirmed that the group (E.P.U.) was formed in the mid 1950's, leading this researcher to suggest that elementary principals may have organized and disbanded prior to Stoker's account of the formation of the organization (Boudreaux, 1987).

The proposed salary schedule was the only topic of discussion at the business meeting held on June 23, 1955. The recommendations from various districts had been compiled, and a plan for figuring salaries was presented. Loretta Doerr moved that the L.P.A. send the proposed schedule to the membership for consideration and that the members indicate their approval or disapproval. The motion was defeated.

A new motion was made "... that President Walker take whatever steps were necessary to bring this (salary schedule) before the legislature." This motion carried.

The Summer Conference program dated June 22-24, 1955 shows B. S. Walker as president, Mary Dolphin as vice-president and W. W. Williams as secretary-treasurer. The topic of the conference was "Improvement of Articulation" (communication between home and school, between grade levels, and between schools).

Planning for the 1955 Summer Conference took place in the midst of a heated disagreement between elementary principals and the power structure of the L.P.A. In a letter from President Walker to Secretary Williams, Walker

informed Williams of the meeting regarding the proposed salary schedule. President Walker described the meeting as "a little stormy. Mary Dolphin tried to block the whole thing.... Joe Fairchild (a member of the salary committee) jumped about a foot high... and.. told (asked) her (why) they didn't come down to the (committee) meeting(s). They voted the motion down in a big way." (Walker letter, 1955)

The Executive Committee meeting of November 21, 1955 also centered around the salary controversy. The minutes showed that both Dolphin and Doerr voted against the proposed schedule that was presented at the meeting.

In a lengthy discussion, Loretta Doerr and Mary Dolphin again raised an objection to different schedules for elementary, junior high and senior high principals. Doerr motioned that the incoming president appoint a cross section of principals to work out a salary schedule to present to the U.S.C. This plan was to be presented to all principals by means of district chairmen. Mary Dolphin seconded the motion. Mr. McBride, Chairman of District Three, said that the Executive Committee had a mandate from L.P.A., as shown by the minutes of the June 23 meeting, to proceed with the schedule. Loretta Doerr's motion was defeated. The meeting was adjourned.

At the general meeting the next day, the salary schedule was the main topic of discussion. In a discussion of action taken by the U.S.C., it was noted that since this organization (U.S.C.) had not taken action on the proposed

teachers' salary schedule, the L.P.A. could take no action on the principals' salary schedule (principals' pay was based on the teachers' schedule).

Loretta Doerr again raised the issue of the difference between elementary, junior high and senior high principals' pay, and said that unless a unified schedule was agreed upon the unity of Louisiana Principals' Association would be jeopardized. A motion was made to table the recommendations of the Executive Committee regarding the salary schedule. This motion lost. A motion was then made to submit the recommendations of the Executive Committee to the U.S.C. This motion passed. A motion was then made that the differential between elementary and high school principals be eliminated, and all principals be paid on the same scale. This motion passed. It should be noted that the salary schedule submitted to the U.S.C. did contain a differential for high school principals.

The financial report showed a balance of \$1245.95 and an unofficial membership count of 356. Bert St. Dizier was nominated and elected president. N. K. Orillion was nominated and elected vice-president, and W. W. Williams was nominated and re-elected as secretary-treasurer. No indication could be found as to why Mary Dolphin was not elected president. Dr. Boudreaux could not recall the circumstances surrounding this election.

Controversy and heated discussion marked 1955 as a year of evolution of the L.P.A. The controversy increased over

the L.P.A. endorsement of a salary schedule that contained different salaries for elementary and high school principals. Numerous attempts were made to block L.P.A. endorsement of the plan, and the controversy came to a head with the elementary principals threatening to leave the organization. Out of this controversy arose the "Elementary Principals' Unit." This organization was formed to provide a voice for elementary principals within the L.P.A. A constitution and a set of by-laws were endorsed by the Executive Committee of the L.P.A. The structure of the L.P.A. changed due to the controversy and internal conflict brought about by the endorsement of the salary schedule. The salary schedule was endorsed, but at the price of unity. Formation of the Elementary Principals' Unit signaled L.P.A. recognition of the strength of this group. Presidents Walker and Wimberly failed to see just how sensitive the elementary principals were to the issue of equalization of pay. Their inaction cost the organization at the time and continues to detract from L.A.P. organizational unity to this day.

In a letter dated January 4, 1956, Bert St. Dizier, President of the L.P.A., informed Ben LaBorde that the U.S.C. had endorsed the salary schedule and would recommend adoption at the next session of the legislature. St. Dizier urged LaBorde to discuss this matter with the members in his district and have the members do everything in their power to promote the program of the U.S.C.

This same salary schedule was a topic of discussion at the January 24, 1956 Executive Committee meeting. A motion was made to send a questionnaire to all superintendents asking for additional information on the salary schedule. The president was authorized to appoint a committee to assemble this information.

Money was appropriated for a member of the organization to attend the Regional Elementary Principals' Meeting. Money was also appropriated for the secretary-treasurer to attend the N.A.S.S.P. meeting. A committee was appointed to study L.P.A. policy on the duties of the secretary-treasurer. This was in response to a \$100.00 appropriation for secretarial help. "Science" was to be the topic of the Summer Conference. It was again suggested that elementary principals play a bigger part in the planning of the conference. No action was taken on this request.

Results of the questionnaire on salaries were discussed at the April 20, 1956 Executive Committee Meeting. These results showed that at the time of the survey, 15 parishes paid white principals according to the schedule adopted by the U.S.C., 24 parishes paid white principals above the schedule, and 12 below. Of the parishes responding to the survey (60 parishes in all), 45 favored implementation of a state-wide schedule, the same number (45) indicating a salary difference between white elementary and white high school principals.

There is no record of an Executive Committee meeting prior to the general meeting of June 21, 1956. Again, discussion of the proposed salary schedule dominated the meeting. A simplified version of the schedule was presented and discussed. In a lengthy discussion, it was noted that since a new teacher salary schedule was in the works, the L.P.A. should hold off on a presentation to the legislature. President St. Dizier was empowered to appoint a committee to work with State Superintendent Jackson on the salary schedule.

St. Dizier notified the membership that after polling the Executive Committee, he contributed \$300 to the advertising fund of the L.T.A. This money was to be used to advertise the legislative program of the L.T.A. in daily newspapers.

The Executive Committee next met November 19, 1956. A report was given on the status of the committee that was appointed to work with State Superintendent Jackson on the salary schedule. Work on the proposed schedule was being delayed pending action on the proposed teachers' salary schedule.

The president of the Elementary Principals' Unit informed the committee that the D.E.S.P. conference would be held in Baton Rouge in 1956. He requested the L.P.A. to contribute \$100 towards financing this conference. The motion carried.

The committee voted to participate in an educational research organization. The purpose of this organization would be to gather statistical information that would be disseminated to members of the legislature. The committee also voted to increase the mileage allowance for members of the Executive Committee.

In the general assembly meeting the following day, the membership approved all actions taken by the Executive Committee. In new business, a motion was made that all committee appointments be comprised of principals representing different high school classifications (based on athletic divisions) and an elementary principal, except on committees of less than 6 members. A substitute motion was offered that mandated an elementary principal be appointed to all committees. A third motion was offered to have the matter tabled. This motion carried. Loretta Doerr was instrumental in proposing the second motion. This motion was another attempt to break what Dr. Boudreaux referred to as a "stronghold" secondary principals had on the Executive Committee (Boudreaux, 1987). Like the initial request to form the E.P.U., the efforts of the elementary principals were rebuffed.

All officers were re-elected. The financial report showed a balance of \$835.87 and an unofficial membership count of 351.

The newly-formed E.P.U. demonstrated its potential for leadership in 1956 by inviting the D.E.S.P. convention to

Baton Rouge. In 1950 the Executive Committee of the L.P.A. had invited the conference after an attempt was made to form an elementary principals' group for the purpose of arranging for the conference. Controversy still surrounded relations between elementary principals and the Executive Committee of the L.P.A. Attempts were made in 1956 to increase the representation of elementary principals on committees of the L.P.A. These attempts failed.

The increasing duties of the secretary-treasurer came to light when the organization approved funding for secretarial help. The problem was discussed, but no action was taken until almost 20 years later, when a full-time executive secretary would be appointed.

The proposed salary schedule was again the topic of discussion at the February 15, 1957 Executive Committee meeting. Vice-President Orillion distributed copies of a revised schedule to members of the committee and asked them to discuss the schedule with the general membership. Orillion noted that there was very little difference in the schedule between elementary and high schools.

The Executive Committee adopted a resolution urging the U.S.C. to continue efforts to get the schedule adopted on a permanent basis. President St. Dizier stressed the importance of principals' getting involved in the drive for adoption of the schedule.

The committee discussed the actions of the Louisiana Music Education Association. This group (L.M.E.A.) had

expressed its desire to initiate a State Music Festival. At the November 21, 1950 Executive Committee meeting, committee members had requested the L.M.E.A. to concentrate their efforts on local competition. Without making reference to this meeting, the committee agreed that the present district competition system was sufficient.

The next general meeting occurred at the Summer Conference on June 20, 1957. Planning for the 1958 Summer Conference occupied much of the discussion. The membership voted to retain the present (1957) three-day format, to hold the conference at L.S.U. the following year, and to introduce new principals at the Summer Conference. The financial report was read and approved, but no copies were available for document analysis.

The Executive Committee next met on November 25, 1957. Loretta Doerr made a motion that was accepted, authorizing the L.P.A. to pay \$50 towards the expense of attending the annual Department of Elementary School Principals' meeting. The committee also approved the proposed constitution of the Louisiana Education Research Association. The committee had endorsed this association at the November 19, 1956 Executive Committee meeting. The president discussed the renewed interest of the L.M.E.A. in having a State Music Festival and the committee passed a resolution endorsing its (L.P.A.) previous stand "prohibiting competition past the district level."

Loretta Doerr offered a motion that would authorize the president of the L.P.A. and the President of the Elementary Principals' Unit to appoint a committee to study reorganizing representation on the Executive Committee of the L.P.A. Ben LaBorde, Chairman of District Five, offered an amendment (to be added to the proposed amendment) stating that the President of the L.P.A. and the President of the Elementary Principals Unit be ex-officio members of this committee. A vote was called on the amendment. The amendment failed. A vote was called on the original motion. This, too, failed. President St. Dizier cast the tie breaking vote and said that in doing so, he wanted to emphasize that the L.P.A. was one organization, not two.

Mr. Johnson, Chairman of District Three, offered a motion authorizing the President of the L.P.A. to appoint a committee composed of two elementary principals, two junior high principals, two senior high principals, and two principals of K-12 schools to study the matter of representation on the Executive Committee. The L.P.A. president was to serve as chairman of this committee. This motion passed four to two. Loretta Doerr and Vice-President Orillion voted "no." Orillion qualified his vote, saying he did so in order to promote harmony within the organization. The meeting then adjourned.

As was the custom, the General Meeting followed the next day. The membership approved the constitution of the Louisiana Education Research Association.

There was a discussion on the Teacher Education and Professional Standards Committee (T.E.P.S.). The L.P.A. representative on this committee gave a report on the action of the committee and asked that the L.P.A. endorse the T.E.P.S. statement of policy. A substitute motion was offered referring the matter to the L.P.A. Executive Committee for further study. The substitute motion was seconded and carried.

The minutes of the Executive Committee meeting held the previous day were read. There was no discussion of the minutes. The financial report was presented, showing a balance of \$804.83 and an unofficial membership count of 350.

The nominating committee submitted the names of N. K. Orillion for president, James Hawkins for vice-president, and Ben Laborde for secretary-treasurer. Nominations were called for from the floor. There were none, and the slate of nominated officers was approved.

In 1957, the elementary principals persisted in their attempts to secure a greater voice in the decisions of the L.P.A. The elementary principals attempted to change the very heart of the decision making mechanism - the Executive Committee. In a motion before the Executive Committee, a proposal was made that a committee be formed with representation from all levels of principals with the President of the L.P.A. and the President of the E.P.U. also serving on the committee. This action attempted to equate

the Presidency of the L.P.A. with the Presidency of the E.P.U. The motion was defeated, again frustrating the efforts of the elementary principals.

Ben LaBorde (1958-1968)

Very few documents exist from the term of Secretary-Treasurer LaBorde. Of the documents that are available, the majority are handwritten and provide very few details of the proceedings of the organization.

LaBorde's term as secretary-treasurer saw the elementary principals move away from their confrontational stance taken in previous years. This may have been related to the fact that the mechanism for the E.P.U. had been established, and the elementary principals were busy carrying out their own agenda. During LaBorde's term, the annual conference was moved to Hessmer, La., where it remains today. The conference agenda and structure changed. Beginning in 1965, the conference was divided into sectional meetings, all dealing with the same theme. These sections provided an opportunity for elementary, junior, and senior high principals to tailor the discussions to their needs. The content of the conferences also began to change near the end of LaBorde's term. Earlier conferences had been instruction oriented, while later conferences dealt with the legal standing of the principal.

Desegregation loomed as an ever-present issue during LaBorde's term. However, the L.P.A. did little to prepare its members for integrated schools. Some members of the L.P.A. were involved in seminars about easing tensions while other members were trying to maintain a segregated public school system. Near the end of LaBorde's term, the L.P.A.

began to take on a more professional image. Standard forms were used for correspondence and financial record keeping while the organization enjoyed a modest growth in membership.

In response to outside pressure, the L.P.A. established a liaison committee composed of professors from white universities and high school principals to gather information to help high school students prepare for college. The issue of principal tenure was raised but the organization took no action. The L.P.A. would later devote much time and energy to the issue of principal tenure.

Elementary Principals: Attempts At Reconciliation

Unlike all other minutes of previous Executive Committee meetings, the minutes of January 29, 1958 consisted of handwritten notes on three separate pieces of paper. It was not clear whether or not these notes were from the same meeting, but the handwriting and ink color indicate that they were probably written by the same person at the same time. A Dr. Fulmer was asked to speak to the committee on proposed legislation concerning teachers and segregation. No other details of Dr. Fulmer's talk were available. The committee voted to endorse a bill pending in the Senate. Again, no details were provided. A report was given on what may have been the results of the committee set up to examine distribution of power on the Executive Committee. This committee was set up the previous year and reported that the Executive Committee should stay as it was.

The Executive Committee voted to reaffirm its stand taken on emphasizing local musical competition rather than state-wide competition, and the committee voted to make T.E.P.S. a major topic of discussion at the Summer Conference.

The next written account of the actions of the organization is contained in the typewritten minutes of the Executive Committee meeting of November 24, 1958. Minutes from this meeting allow a partial analysis of missing information of proceedings from January 26 until November 23, 1958.

These minutes noted that at the last meeting (June 19, 1958) the president of the Louisiana Association of Health, Physical Education and Recreation (L.A.H.P.E.R.) had sent a letter to the L.P.A. requesting that the L.P.A. endorse a proposal that all students earn a minimum of 1/4 unit in Physical Education each year. The cover letter to this resolution indicated that on June 19, 1958 the Executive Committee had voted to table the resolution in favor of further study. The Executive Committee at the November 24 meeting voted to indefinitely postpone action on the request and to support the program already in place.

The motion was made and accepted that the reports from the Louisiana Education Research Association be made available for study on the district level. The committee also voted to send copies of the salary schedule recommended by the State Department of Education to district chairmen for study on the local level. Fifty dollars was appropriated to defray the cost of a member to attend the National Department of Elementary School Principals' meeting and the N.A.S.S.P. meeting. The speaker at the general meeting held the next day was then State Auditor and later to be State Superintendent William J. Dodd. He presented a speech entitled "The Finanancing of Public Education in Louisiana."

At the meeting, a motion was made by the Executive Committee to indefinitely postpone action on the request by the L.A.H.P.E.R. This motion was amended to vote the

request down. Both motions passed. There was a discussion of the problem of certification of junior high principals and a motion was made and approved asking the T.E.P.S. to look into this matter.

The Elelmentary Principals' Unit (E.P.U.) presented a statement acknowledging the need for a unified organization and agreed to cooperate with the L.P.A. The E.P.U requested that the leadership of the parent organization seek means of promoting the welfare of all principals through a program of professional improvement. The elementary principals stated their desire to make their unit a professional organization providing opportunity to discuss and work on common problems. This statement was presented in the form of a motion that was agreed upon by the membership.

Attention was caleed to the retirement of Loretta Doerr and the association presented her with a note of appreciation. The financial report was presented, showing a balance of \$842.44 and an unofficial membership count of 309. The nominating committee recommended that all office holders be re-elected. The membership approved this request.

In 1958, the elementary principals backed down from their confrontational stand taken in previous years. The E.P.U. presented a conciliatory statement promising cooperation with the parent organization, asking the organization to provide opportunities for professional growth for all principals. This action was intended to

quiet years of friction between the elementary principals and the rest of the L.P.A. It worked for a short time. The committee appointed to examine the distribution of power on the Executive Committee reported that the committee should remain as it was. All of these actions coincided with the retirement of Loretta Doerr.

In a letter to Louisiana, principals President N. K. Orillion urged support for gubernatorial candidate William Dodd. Attached to the letter was a copy of Mr. Dodd's vita and the results of two public opinion polls showing Mr. Dodd with the lead. Jimmy Davis, however, was elected governor.

The minutes of the March 20, 1959 Executive Committee meeting were handwritten on the back of a bank statement. Few details were recorded. The Summer Conference was discussed, and \$300.00 was allocated for a speaker. The Summer Conference was to include information on certification of junior high teachers. The committee also discussed problems with the state retirement systems.

The handwritten minutes of a June 18, 1959 meeting were very brief. There was a vote at the meeting to change the date of the next Summer Conference to the third week of June. A resolution was offered to commend the U.S.C. on its work in the legislature, and a motion passed to table further salary discussions.

The Executive Committee next met on November 23, 1959. The minutes of this meeting were handwritten, but do provide a better account of the proceedings. A motion passed which

allowed the president or his alternate to attend the N.D.E.S.P. and the N.A.S.S.P. conference with the L.P.A. paying \$50.00 towards expenses for each convention. A second motion passed, directing the incoming president to appoint a committee to study district organization. No further details are available. The Executive Committee voted to reaffirm its support of the U.S.C. legislative program, and the nominating committee recommended James Hawkins for president, L. M. Tinsley for vice-president and Ben LaBorde for secretary-treasurer.

The records of the general meeting the next day were very short. The president of the N.E.A. gave an address, the minutes of the Executive Committee were approved, Mr. Orillion was thanked, the nominating committee presented its report, and the financial report was read. The report (the only 1959 document in official form) showed a balance of \$974.46 and an official membership count of 238.

The paucity of documentation from 1959 makes it difficult to draw conclusions regarding the efforts of the organization. For the first time, documentation in 1959 showed that the L.P.A. endorsed a candidate for governor, and although Mr. Dodd lost the race for governor, he did go on to become State Superintendent of Education. The Executive Committee, also for the first time, approved funding for a speaker at the Summer Conference. The Executive Committee established a committee to examine the

district organization of the association, but no documentation exists of the results of this committee.

A document entitled "Bulletin From Louisiana Principals' Association" indicates that the time and place of the annual conference had been changed. Beginning in 1960, the conference met in April at the State Youth Camp in Hessmer, La. A second untitled document dated March 25, 1960 contains information on the conference, stating that the Executive Committee was to meet on April 27. There are no records of that meeting.

In the typewritten minutes of the May 27, 1960 meeting of the Executive Committee, members voted to support the legislative program of the U.S.C. and to authorize the president to appoint a state chairperson for the National Honor Society. The Executive Committee voted to endorse the stand taken by the State P.T.A. on fireworks. Again, no further details are available. The secretary-treasurer presented a report showing membership of 412.

On the same document entitled "Minutes of Executive Committee" was a section entitled "Action taken by President after Executive Meeting." This section appeared to be an account of the General Meeting. At this meeting a resolution passed supporting the fireworks bill sponsored by the State P.T.A., a state chairperson was appointed for the National Honor Society, and a chairperson of District 7 was appointed.

In a document entitled "Bulletin from State President James F. Hawkins," district chairmen were urged to contact principals in each parish and encourage them to join the L.P.A., and were reminded of their responsibilities, which included sending the president items that needed attention and calling district meetings. The program for the November meeting had been selected and was to include a speech from the Deputy Director of the Armed Forces Institute entitled "How Well Our Graduates And Drop-Outs Fare in the Services." Official membership in the organization was 367.

The minutes of the November 20, 1960 Executive Committee meeting were handwritten and contain little detail. The minutes of the May, 27, 1960 Executive Committee meeting were accepted, and the nominating committee was appointed. The dates of the Spring Conference were announced, and the committee voted to endorse the idea of raising dues for the L.T.A.

The minutes of the general meeting held on November 22, 1960 provide very little information of the proceedings of the meeting. The membership voted to endorse the L.T.A. move to raise its dues and to nominate W. E. Pate to the National Executive Council of the N.A.S.S.P. The report of the nominating committee was approved, and the financial report presented. The report shows a balance of \$1,510.84 and an official membership count of 414. Also among the 1960 documents is a handwritten resolution from the L.T.A.

reaffirming its stand to continue segregation in the schools.

Even fewer documents exist from 1960 than 1959. One milestone did take place. The Executive Committee voted to change the date of the Summer Conference to April and to move the conference site to Hessmer, La. The date and site remained the same until 1974, when two consecutive years of flooding forced the cancellation of the conference. In 1975 the date of the conference was changed to mid to late March. Documents from 1960 also show that the L.P.A. maintained support for the efforts of the U.S.C.

Although she could not recall a specific year, Dr. Boudreaux, who was an active member in 1960 from Orleans parish, recalled that maintenance of segregated schools was a topic of discussion among the principals. Orleans parish was the first parish in the state to desegregate and when they did so, the State Department of Education cut off all communication with the system and no longer sent Minimum Foundation funds. Dr. Boudreaux recalled that only a few L.P.A. members questioned her about the effects of integration. (Boudreaux, 1987)

P.A.R.: The Second Warning

The Executive Committee next met on January 5, 1961. The handwritten minutes show that the members were concerned over an impending survey to be conducted by the Public Affairs Research Council (P.A.R.). A related document entitled "Observations About The P.A.R. Plan" provides

information about the study. The P.A.R. had devised a plan to study chemistry instruction in high schools and had presented its plan to the State Department of Education. The P.A.R. had not previously consulted with the State Department or the State Superintendent. In a letter sent to the State Superintendent, the P.A.R. requested his cooperation but noted that the study would proceed with or without his blessings.

The P.A.R. study team was to be made up of college professors, people from industry, and retired school personnel. The P.A.R. was to issue a report of its findings after completion of the three-year study. The document noted that under Louisiana law, the responsibility for teaching and supervision rested with the B.E.S.E. and the State Department of Education.

At the Executive Committee meeting it was suggested that district chairmen appoint parish chairmen to explain the purpose of the P.A.R. study, and that principals should explain the study to their teachers.

A very short handwritten account of the November 21, 1961 meeting shows a discussion of changes in the retirement and tenure laws and an appropriation of \$200.00 to go to the South Central District Association of Elementary School Principals. The nominating committee presented its report. L. M. Tinsley was nominated for president, James King for vice-president and Ben LaBorde for secretary-treasurer. As indicated by minutes of 1963 meetings, these nominations

were approved. The financial report (typewritten) shows a balance of \$1,951.68 and an official membership count of 104. Although this membership figure appeared on an official statement, examination of membership figures and events from years immediately prior to and following 1961 show no cause for this drastic drop, leading the researcher to believe that the document in question contained a typographical error.

Again, the 1960 account of the efforts of the organization provide very little substance. One issue of concern was the study proposed by P.A.R. The principals considered this a threat and responded by directing the president to appoint a committee to determine the needs of students entering college. The committee was composed of representatives of the L.P.A. and professors from white colleges in the state. The makeup of the L.P.A. committee was similar to the committee formed by P.A.R.

Brief handwritten accounts of the April 12, 1962 Executive Committee meeting appear on two separate sheets of paper written by two different people. One document listed item I as "Don't Resist Improvement." No details of this item could be found. Item II made reference to an attachment. Although none was attached to this document, a resolution regarding the P.A.R. study was found among the 1962 documents. This resolution authorized the president of the L.P.A. to appoint a committee of five principals to cooperate with five faculty members from white public

colleges in Louisiana to determine the needs of high school students in order to be successful in college. Information was to be compiled and forwarded to the Director of High Schools at the State Department of Education. Item III made reference to L.T.A. legislation. No details were given.

The second account of the meeting showed that the Executive Committee expressed appreciation to Mr. Hanchey of the L.T.A., voted to table a resolution from R. J. Stoker (in an interview, Stoker could not recall the contents of this resolution,) and to restate another resolution. Again, no details were available.

The program from the Spring Conference had as its topic "What Is A Good School?" State Superintendent Jackson, along with speakers from the N.A.S.S.P., S.A.C.S., and L.S.U., participated in the conference.

The handwritten minutes of the November 18, 1962 Executive Committee meeting show that the committee appointed in response to the P.A.R. study had been meeting regularly. Input had been received from parents who recommended a two-diploma system, and the committee heard recommendations to curtail extracurricular activities. The committee also heard suggestions for setting up a junior college system as a means of bridging the gap between high schools and colleges. Mary Dolphin spoke of her interest in the role of elementary schools in the work of the committee.

No records exist of the General Meeting the following day. However, a handwritten report from the nominating

committee shows that all officers were nominated for re-election. The financial report (typewritten) shows a balance of \$1,866.68 and an official membership count of 442.

The limited documents from 1962 indicate that the efforts of the organization centered around the proposed P.A.R. study. In response to the P.A.R., the L.P.A. had authorized a committee similar to one proposed by the P.A.R. This committee met at regular intervals during the year. This P.A.R. study had little impact on the members of the L.P.A. but P.A.R. would soon propose legislation on an issue much more sensitive to the L.P.A. However, the outcome would be much less successful.

Very few records exist from 1963. An undated copy of the Constitution was found among the 1963 documents. Handwritten amendments are present on the document. In "Article III Membership," assistant principals, members of the State Department of Education and members of Colleges of Education were invited to join the organization. No other changes are present.

A copy of the minutes of the Executive Committee of the Elementary Principals' Unit of the L.P.A. dated March 16, 1963 shows that the elementary principals unanimously approved a motion to ask the L.P.A. for a \$1.00 rebate for every member belonging to the Elementary Principals' Unit and the L.P.A. Joe Rivet, a former secretary-treasurer,

said that the Elementary Principals Unit received the rebate during his tenure. (Rivet, 1987)

Other than correspondence between the secretary-treasurer and district chairpersons regarding items of district interest, no typewritten documents, other than the financial statement, are available from 1963. The financial statement shows a balance of \$2,246.46 and an official membership count of 542.

The documents from 1963 showed that the Elementary Principals' Unit was still trying to influence the L.P.A. and minutes from an E.P.U. meeting show that the elementary principals had requested a rebate of \$1.00 from the L.P.A. for every elementary principal belonging to the L.P.A. Minor amendments to the constitution may have been approved in 1963, but lack of documentation makes this statement tenuous.

Continuing Pressure: The Annual Conference and Elections

Few documents exist from the 1964 meetings of the organization. The April 9, 1964 Executive Committee meeting (handwritten minutes) show that the committee voted to oppose a 1% dismissal of teachers featured in a resolution adopted by the State School Boards Association. This resolution allowed for the dismissal of 1% of a system's teachers without following tenure law guidelines. The committee voted to endorse the new salary schedule that was to be presented to the legislature by the U.S.C. A

discussion was held concerning the need to appoint a legislative committee to work with the 1964 session of the legislature. The spring and November meetings of the organization were discussed; dates and speakers' names were presented.

A very brief account of an April 10, 1964 meeting indicates that the liason committee that had been studying the transition from high school to college was to remain intact and be called upon when needed. The financial report showed a balance of \$2,565.01 and an official membership count of 542.

Limited documents from 1964 show that the L.P.A. had voted to oppose a recommendation made by the School Boards Association and had worked for the adoption of a new salary schedule, continuing cooperation with the U.S.C.

Records and correspondences from 1965 show a more professional and businesslike look to the organization. Receipts for dues, expense account forms, and stationary all bear the L.P.A. letterhead. However, there are few accounts of meetings of the organization.

From existing documentation, a change can be noted in the structure of the annual conference in Hessmer. The topic of the conference was "Reading Grades 1-12." The program was divided into separate sections for elementary, junior high and senior high principals. In an interview, J. L. Bickham, president of the L.P.A. from 1967-68 and the first president of the junior high group, recalled that

these divisions allowed discussions at the conference to be tailored to the needs of all principals. Joe Rivet, secretary-treasurer from 1968-1976 could not recall the formation of these divisions (Rivet, 1987). The keynote speaker was Dr. A. Sterl Artley, Professor of Education and Director of the Child Study Clinic, University of Missouri. The L.P.A. provided a travel allotment and honorarium to Dr. Artley. Included in the 1965 documents is a 50 page report of the proceedings of the Spring Conference. The booklet contains a transcript of the speech given by Dr. Artley, the proceedings of the sectional meetings, and reports by various parishes on local reading programs. Officers at the time of the conference were James King, president; J. L. Bickham, vice-president; and Ben LaBorde, secretary-treasurer.

Minutes from the October 23, 1965 Executive Committee meeting were typewritten. The committee voted to endorse a candidate for the Board of Trustees of the Retirement System. District chairpersons were urged to push for new members, and a report was presented from a special committee appointed to study the possibility of charging fees for the Spring Conference. The committee recommended increasing registration fees for the conference.

The final item involves the election of officers. "The subject of new officers was brought up and discussed. It was pointed out, following past policy, that the new Vice-President should be a senior high or combination high

school principal." In an interview with then Vice-President Bickham he could not recall this discussion nor could he recall any points of contention between elementary, junior high and senior high school principals in the organization. "We all got along real good. We didn't have any problems." (Bickham, 1987) Bickham's statement was in contrast to remarks in an interview with Dr. Boudreaux, who clearly stated that there was some friction between the groups. (Boudreaux, 1987)

Principal Tenure: The First Opportunity

The Executive Committee next met on November 21, 1965. The status of principal tenure was discussed, and the incoming president was directed to investigate the matter. The incoming president was also directed to appoint a committee to begin work on a new salary schedule.

The membership drive was discussed. At the time of this meeting there were 551 members. Chairmen were urged to continue their efforts recruiting new members. The nominating committee submitted the names of J. L. Bickham for president, Payne Mafouze for vice-president, and Ben LaBorde for secretary-treasurer. The Executive Committee voted to accept the nominations.

Dr. William Kottmeyer, Superintendent of Instruction, St. Louis School System, was the speaker at the November 23, 1965 general meeting. His speech centered around new trends in education, including Head Start, use of the basal reader, readiness programs, ungraded primary schools, and drop outs.

Dates for the Spring Conference were announced and the question of tenure of principals was raised. Mr. Bickham informed the membership that the incoming president would conduct an investigation of the subject and appoint a committee to work on a new salary schedule. Members also heard a report favoring raising fees for the Spring Conference.

The financial report was read showing a balance of \$2,117.59 and an official membership count of 542. The nominating committee presented its report, and the president called for nominations from the floor. There were none, and the officers were elected by acclamation. Newly-elected President Bickham made a brief report on plans for the upcoming year and asked for the cooperation and support of the members.

The content of a little mentioned item in 1965 was to become the focal point of a great deal of effort on the part of the L.P.A. The question of principal tenure was raised twice in 1965 and a committee was appointed to study the issue. This committee took no action. It would not be until 1985 before this issue would be settled. The year also brought about a discussion of the rotation (elementary, junior high, senior high) in the election of the president. Former Secretary-Treasurer Rivet recalled that when he was associated with the organization, there was an unwritten policy that insured this rotation (Rivet, 1987). The present executive secretary, Terrell Goode confirmed this

saying, "Although there is no set policy, our practice is to rotate the office of president..." (Goode, 1987) In a related item, 1965 marked the first year the Spring Conference was divided into separate sections for elementary, junior, and senior high school principals. Although documentation from 1965 is sparse, available documents exhibit a more professional look and the proceedings of the Spring Conference were printed and bound in a booklet that was presumably distributed to the membership.

A financial statement is the only document available from 1966. The balance as of November 18, 1966 was \$3,161.25 and membership was 673, a marked increase over the 1965 figures. No documents exist from 1967.

The majority of documents from 1968 are personal correspondence between members and LaBorde regarding their status in the organization. Among the few documents of interest is a letter from the L.T.A. to the president of the L.P.A. The letter is in reference to a resolution passed at the 1967 L.T.A. convention requiring membership in the L.T.A. for those groups (including the L.P.A.) sanctioned by the L.T.A.

The only document that provides a glimpse of the proceedings of the organization in 1968 is the program of the Spring Conference. The topic of this conference was "Innovations in Practice." Dr. James Smith and Roland Meilke of Nova Schools, Fort Lauderdale, Florida were the

speakers. The L.P.A. paid travel expenses and an honorarium. Like the 1965 conference, sectional meetings (elementary, junior high, and high school) were conducted. Payne Mafouz was president, Floyd Holland was vice-president, and Ben LaBorde was secretary-treasurer.

Joe Rivet (1968-76)

Joe Rivet was elected secretary-treasurer in 1968. During Rivet's tenure, the L.P.A. confronted and dealt with many issues. The most important issue was the merger of the L.P.A. with the L.A.S.S.P. in 1975. Rivet oversaw the initiation of the Summer Conference in Lafayette and was appointed to a N.A.S.S.P. committee. Rivet initiated a move within the organization to increase efforts to effect legislation favorable to the organization. Although Rivet was forced to resign his position because of a promotion, he continued to serve in an advisory capacity to the organization and he continues in this position to this day.

Few documents exist from 1968. Joe Rivet was elected secretary-treasurer. Of major importance was the letter received from the L.T.A. notifying the L.P.A. that membership in the L.T.A. was required in order to be a member of the L.P.A. Secretary-Treasurer Rivet recalled an amicable relationship between the two organizations with the L.T.A. acting as umbrella organization for the L.P.A. (Rivet, 1987) The L.P.A. met at the same time (November) as the L.T.A. In later years, the L.A.E. and N.E.A. moved to get the administrators out of the teachers' organization. "It wasn't the L.A.E. as much as it was the N.E.A.'s idea..." (Rivet, 1987)

Documents from 1969 show that Floyd Holland was president, R. G. Russell was vice-president and Joe Rivet was secretary-treasurer. Mary Dolphin was still the chairperson representing District 10. Few documents, other than correspondence regarding membership status are to be found from 1969.

State-wide integration of the public schools was slowly becoming a reality in the late 1960's. In a letter to Joe Rivet, Ed Steimel, Executive Director of the Public Affairs Research Council (the same organization, that was previously a thorn in the side of the L.P.A.) extended an invitation to Rivet to attend a regional conference on "Improving Quality During School Desegregation." In an interview, Rivet said that by the late 1960's, principals saw that desegregation was inevitable and that principals in the L.P.A. needed

information about desegregation to insure a smooth transition. Despite the turmoil caused by desegregation, the L.P.A. provided no workshops or seminars to its members on this subject.

The topic of discussion at the Spring Conference was "Learning." The keynote speaker was Dr. Richard M. Brandt, Professor and Chairman, Department of Foundations of Education, The Curry Memorial School of Education, University of Virginia in Charlottesville. His speech was entitled "New Dimensions in Education." Again, the conference was divided into elementary, junior high and senior high sections.

A copy of the constitution dated 1969 is the first copy of the constitution found since the 1963 document. Major changes in the wording of Section II "Purposes" (called "Objectives" on the undated copy) show a higher level of sophistication. The newer document stresses research, promotion of high professional standards, and a commitment to work with other professional organizations to find solutions to problems in education. The newer document shows an increase in dues from \$3.00 to \$5.00 and provides a parish breakdown based on district organization. No other significant changes were made.

Initiation of the Summer Conference, sponsored by the L.P.A. was the most significant event of 1969. Although there is no record of the first conference, later documents reveal the establishment of a planning committee and the

appointment of a program chairperson. This year also marked the continuation of a more professional and up-to-date look of the organization. The revisions to the constitution highlighted the importance of research and the dissemination of information. The official business of the organization continued to be conducted in a more professional manner. The wording of correspondence, along with the continued use of the L.P.A. letterhead attest to this fact.

Documents from 1970 show more correspondance between Secretary-Treasurer Rivet and district chairpersons. One letter of interest was from Bernadette Rogan, principal of Ray Abrams Elementary School in New Orleans, informing Secretary Rivet that she had been elected district chairperson, replacing Mary Dolphin. Dolphin was first elected in 1953.

No documentation is available from meetings of the Executive Committee nor from the general meetings. The only organization-wide document was a copy of the program from the Spring Conference. The topic of the conference was "Legal Issues Facing Today's Principal." The keynote speaker was Dr. B. Gremillion, Director, Bureau of Educational Materials and Resesrch, L.S.U. The conference was divided into sections, with each discussing the implications of Dr. Gremillion's speech. The program lists R. G. Russell as president, Jim Griffin as vice-president and Joe Rivet as secretary-treasurer. A list of members in each parish shows an unofficial membership count of 575.

The retirement of Mary Dolphin was the most significant event gleaned from the 1970 documents. Miss Dolphin had been a member of the L.P.A. for over 17 years and had served the organization as vice-president and district chairperson. However, the L.P.A. showed no recognition of her contributions at the time of her retirement. As the documents have shown, leaders of the organization had (and continue to have) little knowledge of events preceding their term in office. This may have been why Dolphin received no recognition. This lack of interest and knowledge of the history of the organization would later prove to be very costly.

The documents from 1971 consist of a large volume of correspondence between district chairpersons, individual members, and Secretary Rivet. The topic of the Spring Conference was "The Principalship: Increasing Responsibility Diminishing Authority." As was the custom, each section conducted meetings pertaining to the topic but geared toward its specific level. Jim Griffin was president, Katie Nell Morgan was vice-president and Joe Rivet was secretary-treasurer. This marked only the second time a woman was elected to a state-wide office. By coincidence, Morgan was elected the year Dolphin retired.

A program entitled "Third Annual Summer Conference Louisiana Principals' Association" had as its topic "Classroom Organization For Individual Instruction." Floyd Holland was listed as chairman of the Summer Conference.

The most interesting correspondences concerned a suit filed by a Rapides Parish principal regarding his dismissal. On August 17, 1971 the principal wrote Rivet a letter apprising the L.P.A. and N.A.S.S.P. of his situation. At the time the letter was sent, the principal was receiving financial assistance from the N.E.A. A copy of the application for assistance was attached. On August 23, 1971, Rivet wrote a letter to the Superintendent of Rapides Parish schools stating that the principal had requested financial assistance from the L.P.A. and the L.P.A. was requesting additional information. Mr. A. Nichols, Superintendent, responded to Rivet's letter on August 25. On December 14, 1971 Rivet wrote a letter to the principal with a check for \$100.00 to be used for legal fees. On December 20, the principal wrote a letter of appreciation to the L.P.A. and Rivet.

Two important events occurred in 1971. The first arose from the position taken by the L.P.A. concerning a principal (and active member of the association) requesting financial assistance for legal fees incurred in his dismissal hearing under tenure laws. After reviewing the case, the L.P.A. Executive Committee and, presumably, the general membership voted to provide aid. In a case in 1953 a principal in similar circumstances made a request much like the one considered by the Executive Committee. This request was denied by the L.P.A. on grounds that the constitution made no provision for support in this type situation. The

revisions to the constitution approved in 1969 revealed no amendment dealing with requests such as the one acted upon by the Executive Committee in 1971. The difference in the outcomes of the two cases may have been due to a shift towards a more professional attitude as noted in earlier documents, and, the difference in the procedures whereby the Executive Committee learned of the case. Rivet, a strong secretary-treasurer took the steps necessary to investigate fully the events surrounding the incident, from which, the full committee could draw conclusions.

The second important event was the election of Katie Nell Morgan to the office of vice-president of the L.P.A. Her election marked the first time a woman held a state-wide elected office since Mary Dolphin was elected vice-president in 1953. In addition to these two events, changes were detected in the content and tone of the Spring Conference and in correspondence between the organization and members. The late 1960's and early 1970's marked a shift away from discussions and conferences on instructional methods, materials and innovative techniques, and toward conferences and discussions on legal aspects of the principalship.

The Push For State Department Recognition

The majority of documents from 1972 again consist of correspondence between Secretary-Treasurer Rivet and numerous other parties. Some of the letters are from other state principals' organizations giving details of their meetings and speakers; others are from the N.A.S.S.P. Most

from the general membership: questions concerning membership status, state, national, and district meetings, and inquiries into the status of individual and school memberships. There are no records of any meetings.

In a document entitled "Louisiana Principals' Association Newsletter," principals were invited to join the L.P.A. and attend the Spring Conference. Principals were also invited to "have a say in how the organization is run" by attending the annual business meeting held in conjunction with the teachers' convention in November. This document lists Jim Griffin as president, Katie Nell Morgan as vice-president, and Joe Rivet as secretary-treasurer.

In 1972 the L.P.A. gained status within the educational community with the appointment of Secretary-Treasurer Rivet to the National Association of Small School Principals, a group affiliated with the N.A.S.S.P. Rivet attended the N.A.S.S.P. convention in 1973, participating in the activities of that association.

Documents from 1972 show that at the November general meeting, Katie Nell Morgan was elected president, Carmen Pigott vice-president and Joe Rivet was re-elected secretary-treasurer. The Baton Rouge Sunday Advocate from December 3, 1972 noted the election of Mrs. Morgan as the first woman president with a half page story on her career as an educator and principal.

Information from the National Association of Small School Principals, the N.A.S.S.P., other state principals'

organizations, and correspondence between Rivet and members of the organization concerning membership status comprise the bulk of documents from 1973. On the "Tentative Agenda" Louisiana Principals' Association President Morgan listed preparation for the Spring Conference as a top priority.

A copy of the program of the conference lists "Career Education Grades 1-12" as the theme. Unfortunately, the conference had to be cancelled due to flooding. The Executive Committee voted to ask members if they would like their registration fees donated to the Youth Camp to defray the expense of feeding flood victims. An article in a Baton Rouge newspaper acknowledges the receipt of \$500.00 given to the Youth Camp by the L.P.A. In an interview, then president Morgan (1987) recalled the disappointment of cancelling the conference.

It was an event that we all looked forward to. We renewed old acquaintances, and the conference provided an opportunity for principals to discuss solutions to problems that we found in common. The conference provided an opportunity for us to meet together, then separately (elementary, junior high, high school) to discuss our needs.

When asked how the groups (elementary, junior high, senior high) got along, Mrs. Morgan (1987) replied:

Great. It pulled everybody together...when we had a common concern, we came together...we needed to see what we (elementary principals) could do at a lower level that would follow up to help the junior high people, and the junior high people could help the senior high people. It (the conference) was the highlight of the year for the L.P.A.

The L.P.A. gained nationwide status in 1972 with the appointment of Secretary-Treasurer Rivet to a committee of

the N.A.S.S.P., and for the first time the Spring Conference was cancelled.

A 1973 program from the Summer Conference shows "Student Discipline" as the topic, with Dr. Robert Von Brock as the keynote speaker. His speech was entitled "Student Discipline Practices in Louisiana." Attached to the program is a list of recommendations made in the form of motions at the L.P.A. annual summer conference. These recommendations centered around proposals by the State Board of Education to revise Bulletin 741. Morgan recalled that "this was the time when they (B.E.S.E.) were attempting to lower the standards, requiring less for graduation." (Morgan, 1987) The L.P.A. requested that the B.E.S.E. hold off on any revisions and allow input from principals and supervisors. In addition to this request, the organization asked that teachers be given permission to teach one subject per day outside their areas of certification, subject to the approval of the superintendent. The L.P.A. also requested that the then present law regarding suspension and expulsion of students be maintained and that the legislature define the legal status of the school principal.

The most interesting documents from 1973 are a number of letters from the L.P.A. to State Superintendent Michot. These letters seemed to be in response to the proposed changes in Bulletin 741. The first letter, written on April 25 from Secretary-Treasurer Rivet to State Superintendent Michot, expresses the concern of the L.P.A. over policy

revisions that had been made without input from the organization. The letter states that the L.P.A. had offered its services to the State Department of Education on numerous occasions but was never contacted. The letter reiterates the availability of the L.P.A. to serve in any capacity as directed by the State Department of Education.

A letter responding to the L.P.A. was written on May 1 by Gil Browning, Associate Superintendent, School Programs. Browning's response states that he had instructed his secretary to place the name of the L.P.A. on the mailing list to receive a copy of the "State Plan for Career Education" and would make it known to the State Department staff that the L.P.A. would like to be of service on various committees. In a letter dated May 3, Superintendent Michot apologized to the L.P.A. for failing to involve the L.P.A. in State Department activities, and in an unrelated matter, Superintendent Michot wrote a letter on May 7 thanking the L.P.A. for its donation to flood victims in Hessmer.

As a follow-up to the discussion and recommendations made at the 1973 summer conference, Secretary-Treasurer Rivet wrote a letter to Dr. J. DeLee of the Teacher Education Certification, and Placement Office at the State Department of Education, formally requesting that under certain circumstances, teachers be allowed to teach one subject per day outside their fields of certification. In his reply, DeLee said that he was in agreement with the idea, and if the task force proposing changes in bulletin

741 agreed, then a recommendation was to be presented to the B.E.S.E.

Input into state-level policy decisions was the biggest achievement of the organization in 1973. This input came only after the organization was denied input into a major revision of Bulletin 741. After thorough discussion, the L.P.A. took the necessary steps to make its position known. Documents from 1973 also reveal an unofficial shift in the efforts of the organization from providing benefits to all members to a tilt toward devoting efforts to high school principals. The emphasis on impacting Bulletin 741 is one proof of this statement.

Documentation from the years 1959-1973 was marked by a lack of official records of the proceedings of the organization. Of the documents that do exist, very few are typewritten and few of the quality comparable to the ones prior to 1959 and after 1973. Terrell Goode, the present executive secretary, stated that these and all other documents had been stored in a haphazard manner and that the missing documents could have easily been misplaced, or inadvertently destroyed.

Mergers: The L.A.P. In Transition

The written record of the organization improves a great deal beginning with the minutes of a meeting on November 25, 1974. Carmen Pigott was president and read appointments to the advisory board of the N.A.S.S.P. Jerry Boudreaux gave a report on a salary schedule study that was in progress, and

dates for the Spring Conference and the N.A.S.S.P. convention were announced.

At this time the L.P.A. was involved in merger discussions with two organizations. The first merger dealt with the Louisiana Association of Elementary School Principals (L.A.E.S.P.). This organization had probably evolved from the remnants of the E.P.U. The second set of merger negotiations was with the L.A.S.S.P., the black principals' organization in Louisiana. The L.P.A. had been under pressure from the N.A.S.S.P. to to merge with the black principals' organization. (Rivet,1987)

Three important firsts occurred in 1974. Carmen Pigott was elected president, the second woman to hold the office, and the Executive Committee of the L.P.A. voted to begin merger negotiations with the black princiapls' organization and with the elementary principals' group. These negotiations involved Jerry Boudreaux, who would play a part in the smooth transition to a unified organization. Information gleaned from 1975 documents reveals that J. O. Claudell had been appointed as the first salaried executive secretary of the L.P.A. No documentation exists from Claudell's tenure in this position.

The Executive Committee next met on January 24, 1975. The purpose of this meeting was to discuss the letter of resignation received from Mr. Claudell, Executive Secretary. The reason for the resignation centered around the large ammount of secretarial work (typing, etc.) associated with

the position. Two motions were made concerning this problem. The first motion directed the president to appoint a committee to contact the L.T.A. to see if that organization could provide secretarial help. The second motion stated that in the event that the L.T.A. could or would not provide help, the executive secretary was authorized to hire secretarial help. Both motions passed.

Also included in the minutes of the January 24, 1975 meeting were items resolved subsequent to the conclusion of the meeting. The committee appointed by the president had met with representatives of the L.T.A. and had secured secretarial assistance. Planning for the Spring Conference were concluded with an increase in registration fees needed to cover higher operating costs.

Minutes of the April 23, 1975 Executive Committee meeting show that the Hessmer Conference was again cancelled due to flooding. The committee voted to move the date of the conference from mid April to mid or late March. Dates were set for the Summer Conference at U.S.L. A discussion followed concerning the incorporation of the L.A.E.S.P. into the L.P.A. A document entitled "Points to be Considered in the Incorporation of the L.A.E.S.P. and L.P.A." described issues to be resolved before the L.A.E.S.P. could be merge with the L.P.A.

In Item 1, the L.A.E.S.P. was to become a department of the L.A.P. and keep its identity. This was because the L.A.E.S.P. was the only organization in Louisiana recognized

by the N.A.E.S.P. Item 2 mandated that all monies be handled through the Executive secretary of the L.P.A. and Item 3 mandated that the \$10.00 currently being charged by the L.P.A. take the place of the \$5.00 dues charged by the L.A.E.S.P. According to Item 4, the L.P.A. would become the representative of the L.A.E.S.P. to the N.A.E.S.P. and Item 5 stipulated that all elementary principals and elementary assistant principals who joined the L.P.A. would also be members of the L.A.E.S.P., with no additional dues assessed. Item 6 mandated that the \$3.00 reimbursement received by the L.A.E.S.P. from the N.A.E.S.P. be used to defray the expenses of the state representative attending the National Meeting and the South Central District Meeting of the N.A.E.S.P. Other delegates to these meetings were to have their fees paid from this fund. Item 7 mandated that the L.P.A. newsletter carry all L.A.E.S.P. news, with Item 8 naming the president of the L.A.E.S.P. and the State Representative of the N.A.E.S.P. to the Executive Committee of the L.P.A. The last item made the L.P.A. the benefactor in case of a dissolution of the L.A.E.S.P.

Members of the Executive Committee raised objections to Items 6, 7 and 8. The committee wanted the wording in Item 6 changed to state that expenses to the conferences would be defrayed to the extent that they were covered by the reimbursement from the N.A.E.S.P. The committee also wanted Item 7 changed to read that the newsletter would carry all departmental news in the state. The 2 officers named in

Item 8 were invited to the next meeting to negotiate Item 8. These recommendations passed unanimously.

According to Cherry Boudreaux, one of the leaders of the L.A.E.S.P. at the time of the merger, the discussions were an attempt by the elementary principals to gain a stronger voice in the L.P.A. "The L.A.E.S.P. never really functioned separately from the L.P.A. The high school people were predominant (in the L.P.A.)." Mrs. Boudreaux commented that even after the merger agreement:

elementary principals were still not a strong group. We didn't take that big of a lead in the organization. Our problem has always been money (needed to communicate with other elementary principals). It (organization of the elementary principals) just evolved within the last probably five years maybe six that we've been more viable, having more of an active say....

A committee was appointed to work with the L.A.S.S.P. on current proposals before the legislature (dealing with discipline) and to continue work toward a merger of the two organizations.

The next meeting of the organization occurred on June 19, 1975 at the summer conference on the U.S.L. campus. Copies of the proposed constitution containing the merger agreement were distributed. The proposal was read to the general membership. This act fulfilled the requirements of the L.P.A. for changes in the constitution. A motion was made and accepted to have the merger committee meet again to select a slate of officers and to determine the means of selection of district chairpersons.

The Executive Committee met the next day to discuss the replacement of Mr. Claudell. After much discussion, Bert St. Dizier was appointed to this position. St. Dizier had served previously as a district chairperson and president of the organization in the mid 1950's. The secretary was instructed to write a letter of commendation to J. O. Claudell and to write an article containing pertinent information on St. Dizier and distribute this article to selected newspapers. Jerry Boudreaux was appointed to head a committee charged with auditing the books of the L.P.A. so that the records could be turned over to St. Dizier. The secretary was also instructed to write a letter to the L.T.A. thanking them for their past cooperation and requesting their continued support. Phil Oakley spoke briefly to the group about his candidacy for State Superintendent of Education.

The Executive Committee met on November 23, 1975 to discuss proposed revisions to Bulletin 741 and the impending merger agreement. Joe Rivet discussed Bulletin 741 and was directed to draw up a resolution requesting L.P.A. participation in the revisions. The minutes of the merger committee were discussed, and the committee felt that the general membership would vote favorably on the new constitution.

Only one official document exists from the proceedings of the merger committee. The meeting was held on September 20, 1975. Joe Rivet was the chairperson of the committee

and the purpose of the meeting was to set the slate of officers for the new organization as mandated by the constitution. Attached to the minutes of this meeting is a copy of the new constitution. Below are the highlights of this new document and a comparison of the new constitution with the 1969 constitution of the L.P.A.

The new constitution was approved by both (L.P.A. and L.A.S.S.P.) Executive Committees. Besides the change in the name, there were other major changes in the constitution. Under "Article III-Membership and Dues," the 1969 constitution mandated members of the L.P.A. also be members of the L.T.A., while the 1974 constitution makes no such demand. Eliminated from the 1974 constitution was a provision allowing the Executive Committee "power to pass on the qualifications of all applications for membership."

Under "Article IV-Officers and Their Election," the position of second vice-president (in addition to the first vice-president position) was added to the list of elected offices and the president was limited to two (one year) terms in office. In another move distancing themselves from the teachers' organization, the principals eliminated the old constitution's stipulation that officers be elected at the Teachers' Convention. In Article V, the list of members of the Executive Committee was amended to include the office of second vice-president, immediate past president, and four at-large members "...to insure the comprehensiveness of the

organization ." The president was given the authority to appoint these at-large members.

Guidelines for the appointment of an executive secretary were spelled out in the 1974 constitution. The Executive Committee was to appoint an executive secretary every four years (or reappoint the existing one), give direction to the executive secretary, set the salary for this position, and if needed, appoint a replacement in the case of a vacancy before the expiration of the term.

The president was given the power to make appointments to vacancies in all offices and was given the power to assign the duties of the second vice-president.

The Executive Committee was authorized to appoint a committee of three to audit the books of the association and present a report of the audit at the annual meeting. In the case of a dissolution of the organization, all assets of the organization were to be turned over to the merged teachers' organization.

The duties of the secretary-treasurer (1969 constitution) were, for the most part, transferred to the executive secretary. In addition to these duties, the executive secretary was directed to represent the interests of the L.A.P. in any dealings with the State Department of Education and the legislature, act as the liaison between the L.A.P., the N.A.S.S.P., and the N.A.E.S.P., to work closely with the merged teachers organization, prepare and distribute a quarterly newsletter, handle all public

relations matters for the L.A.P., and be an ex-officio member of all L.A.P. committees. In a new section of the constitution, the Association voted to set guidelines regarding payment of expenses of delegates to the conventions of the N.A.S.S.P. and the N.A.E.S.P.

Under a section entitled "Merger Agreement," starting with the 1976-77 term, the office of president would alternate between a white principal and a black principal. This requirement expired with the election of the 1982-83 president. In a related matter, it was mandated in the new constitution that four members of the Executive Committee be of the minority race and that the committees of the L.A.P. be representative of the membership.

Included with the merger documents was a copy of a letter from Elmer Glover, first vice-president of the L.A.P., informing the N.A.S.S.P. of the merger. The names of officers of the new organization were provided.

After a presentation by the merger committee to the general membership meeting of November 24, 1975, members voted unanimously to accept the new agreement. The name of the newly-formed organization was to be the Louisiana Association of Principals (L.A.P.). The slate of officers was presented, and the racial rotation of the presidency was discussed. Membership figures show that the L.A.P. realized a gain of over 300 members as a result of the merger. This was the largest one year gain enjoyed by the organization. The L.A.P. recorded 883 members the following year (1977)

but membership figures quickly stagnated, not reaching significantly above the 1977 figure until 1985.

The membership voted to request the B.E.S.E. reconsider a proposal that would eliminate physical education credit for athletes not participating in curricular physical education. A report of the membership was presented, but no information is present in the documents. Principals were urged to solicit new members.

1975 was the most significant year in the history of the L.P.A. This year marked the formal acceptance of the new constitution of the merged organizations (L.P.A., L.A.S.S.P.). The merger committee had completed negotiations and had prepared a document that was palatable to members of both organizations. The transition went smoothly, with a member of the L.P.A. (Mr. Geisel) becoming president of the new organization. Members of the Executive Committee of the L.P.A. would be among the members of the new Executive Committee, and Bert St. Dizier would continue as executive secretary.

The L.P.A. also merged with the L.A.E.S.P. but with much less impact. The new constitution made no provisions mandating elementary representation on the Executive Committee. This again demonstrates the inability of the L.P.A. to assimilate the elementary principals into the mainstream of the organization.

The first meeting of the newly formed Executive Committee of the L.A.P. occurred on January 22, 1976. The

upcoming Hessmer conference dominated the discussion. State Superintendent-Elect Nix was to be the keynote speaker. The Executive Committee voted to meet with the Superintendent-Elect regarding the role of the L.A.P. in working with the State Department of Education. The Director of Urban Services of the N.A.S.S.P., Mr. Santee Ruffin, was the featured speaker at the second session of the Hessmer conference. He was to present a speech entitled "Merger-The Challenge to Louisiana Principals."

Floyd Holland, chairperson of the Summer Conference, discussed the upcoming conference. The theme of the conference was to be "Management of Time." Fees and other details of this conference were set.

The Executive Committee voted to have new forms printed bearing the L.A.P. logo. The committee also voted to write a letter of appreciation to the B.E.S.E. for its recent support of a 25-to-1 pupil-teacher ratio. The committee voted to have the Association pay the cost of the meal served at this meeting.

Minutes of the January 22 Executive Committee meeting were amended at the March 16, 1976 Executive Committee meeting to include an audit report of the former L.A.S.S.P. The audit showed that a balance of \$512.17 had been deposited in the L.A.P. account. A check from the L.A.E.S.P. in the amount of \$678.85 was also received and deposited.

The Organization In Decline

Documents show that the L.A.P. had been involved with formation of a new salary schedule, but problems had arisen. Members of the Executive Committee had taken different approaches in their study and discussions of a new schedule, splitting support between various proposals. The Executive Committee agreed to present a resolution to the general membership to ask the legislature to place the principals salary in the Equalization Formula at the same level as that of supervisors. The president appointed a committee to pursue the interests of the L.A.P. in securing passage of the new salary schedule. The Executive Committee also voted to present a resolution to the general membership the following day requesting the B.E.S.E. to allow assignment of teachers to teach up to two hours per day in an uncertified area. For the first time, the Executive Committee voted not to hold a meeting of the L.A.P. in conjunction with the teachers' organizations (L.E.A. and L.T.A.).

Resolutions concerning the salary discussions and teachers teaching two hours per day outside their field of certification were presented to the general membership on March 18. Both motions passed unanimously. The general membership also endorsed a resolution asking the legislature for increased funding for the Recreation Center at Hessmer.

The activities of the salary committee again dominated discussion at the June 18, 1976 Executive Committee meeting. The committee had received some encouragement from the

B.E.S.E. The B.E.S.E. had recommended that the committee present a plan that was agreeable to all principals. It was reported that State Superintendent Nix preferred that the principals' salary schedule be based on the teachers' schedule and he had asked the committee to report back to him with a plan that, like the B.E.S.E. recommendation, was agreeable to all principals. A motion was made and accepted to have the salary committee compose and present a plan at the November general meeting.

Two important changes in the make-up of the Executive Committee were announced. Elmer Glover, who had been elected as the first black vice-president of the L.A.P. announced his retirement. Thomas Wilcox was chosen by the Executive Committee to replace Glover. Joe Rivet, secretary-treasurer since 1968, announced that he had been promoted by his school board, and under the constitution could no longer serve in his capacity. Rivet agreed to remain on the Executive Committee as an assistant to the executive secretary. Dalton Robinson was elected to replace Rivet. President Geisel announced that the L.A.P. had become the official representative to the N.A.S.S.P. and the N.A.E.S.P. and it was announced that the N.A.S.S.P. would hold its annual meeting in New Orleans in 1977. The Executive Committee voted to allocate \$1000 for entertainment and a reception for visiting officials from other states.

Minutes of the November 20, 1976 Executive Committee meeting provide membership figures showing growth from 488 in 1975 to 817. In a related matter, the financial report and a projected budget for the period July 1, 1977 to June 30, 1978 were presented. This document predicts that more than \$40,000 will pass through the account of the organization during the fiscal year. The document does not provide information on the saving account balance but does note that \$440 was earned on interest on certificates of deposit.

A resolution from the Acadiana Principals' Association requesting funding from the state for librarians for schools with more than 500 students was endorsed and sent to the general membership for consideration. Another resolution asking the legislature to define "teacher" and "teaching staff" was presented. This resolution came from the need for clarification of these terms in order to determine retirement benefits. The committee voted to endorse this proposal and send it to the general membership for consideration.

The Executive Committee discussed the upcoming N.A.S.S.P meeting in New Orleans. President Geisel had secured facilities for a reception for visiting officers. Dates for the Spring Conference were announced, and a committee was appointed to make preparations for the meeting.

The minutes of the November 20, 1976 general meeting show, for the first time, sectional reports from the divisions (elementary, junior high/middle, senior high) within the L.A.P. Reports from the sectional meetings show that the elementary group presented its slate of officers for the upcoming year. The junior high/middle school group presented a resolution requesting the L.A.P. ask the B.E.S.E. to appoint a committee to advise the board on curriculum matters and proposed the committee be comprised of one elementary principal, one middle school principal, and one senior high school principal. This group also asked the L.A.P. to request the B.E.S.E. to appoint committee members from nominations supplied from the L.A.P. The senior high school principals presented a resolution similar to the one made by the middle school principals. The focus of the senior high principals discussion was the recent introduction of a Free Enterprise course into the curriculum. Neither the legislature nor the B.E.S.E. asked for input from the L.A.P. before the adoption of this course; therefore, the senior high principals also requested establishment of a committee to advise the B.E.S.E.

After the sectional meetings the general membership voted to request that implementation of the Free Enterprise course be delayed until a study was conducted. The membership also voted to form a committee to meet with the the B.E.S.E. as an advisory group.

Secretary Rivet presented the resolution concerning definition of the term "teacher" and "teaching staff." The membership voted to endorse the proposal. Rivet also requested that the divisions work toward uniformity in organizational structure. "A strong plea was made for unity within the Principals' Association." In what may have been a related issue, a motion was made and accepted that, upon request, each member of the L.A.P. was to be presented with a copy of the constitution. These last items may have centered around the divisions (elementary, middle, senior high) within the organization and attempts to unify the organization.

For the first time in many years, the written record of the organization provides a great deal of information concerning benefits, issues, structure, membership, and the fiscal status of the organization. As the newly united L.A.P., the organization sought to play a stronger role in policy formation in the State Department of Education and with the B.E.S.E. The L.A.P. met with State Superintendent-Elect Nix to discuss cooperation of the organization with the State Department of Education.

A number of firsts occurred in 1976. Joe Rivet was promoted and no longer able to serve as secretary-treasurer. Membership had reached 817. The first record of divisional meetings of the L.A.P. at the Hessmer conference occurred in 1976 and the Executive Committee voted not to hold the

November meeting in conjunction with the L.T.A. and the L.E.A.

As was the case in many previous years, 1976 saw the continuation of committee work on salary scale revisions. Also revived was an issue that had not been mentioned in many years. After sectional meeting reports were presented, there was a call for unity within the L.A.P. The reasons for this call are not clear from the written documentation and interviews provide no additional information.

Bert St. Dizier (1976-1981)

In the aftermath of J. O. Claudell's sudden resignation, Bert St. Dizier was appointed to serve as executive secretary. Many of the duties of the secretary-treasurer were transferred to the executive secretary with the adoption of the 1975 constitution, merging the L.P.A. with the L.A.S.S.P.

St. Dizier inherited the lingering problem of fragmentation within the L.A.P. As was the case when he was president of the organization, the elementary principals continued their efforts to increase their share of power in the L.A.P.

St. Dizier had served in the L.P.A. first as a district chairperson, and later as president in the mid 1950's. During St. Dizier's tenure, the L.A.P. increased its efforts to influence education policy making, vigorously opposing changes in the certification requirements for principals. The Louisiana Association of School Executives (L.A.S.E.) organized during St. Dizier's tenure, competing with the L.A.P. for new members and initiating discussions regarding affiliation with L.A.S.E. Near the end of St. Dizier's term as executive secretary, pressures were mounting from L.A.S.E., and St. Dizier warned the L.A.P. of the threat posed by this organization, suggesting the initiation of long range planning by the L.A.P.

The question of differences between the sections (elementary, junior high/middle school, high school) was one of the items discussed at the January 27, 1977 Executive Committee meeting. A committee was appointed to "explore various aspects of the problem (coordination of the sections) ... " No other details concerning this issue are available.

The work of the salary committee continued. The committee had been successful in having a resolution drawn up that would place the salary schedule for principals in the budget in the same manner as the salary schedule for supervisors. This proposal was on the agenda for B.E.S.E. consideration. The committee also heard a report on the reception held for members of the governing body of the N.A.S.S.P. at the conference in New Orleans. The cost of the reception had exceeded the budgeted amount and the Executive Committee approved payment of the additional expenditure.

The president of the L.T.A. spoke to the Executive Committee about the upcoming merger of the two teachers' organizations. The committee agreed to discuss further the implications of the merger at the Hessmer conference.

Minutes of the March 16, 1977 Executive Committee meeting indicate that, at the B.E.S.E. meeting, members had shown interest in placing the salary of principals in the Minimum Foundation Formula, but that by the time the vote was taken, the measure failed by one vote. The B.E.S.E. did

vote to endorse the plan if the legislature provided funding. The Executive Committee directed the executive secretary to write letters of appreciation to B.E.S.E. members and to the executive secretary of the Louisiana Association of Superintendents. This group had given its support to the proposal. The L.A.P. had received a favorable response from the B.E.S.E. to its proposal to furnish observers at future meetings.

The Executive Committee heard a report on the possible reorganization of the N.A.S.S.P. and Secretary Rivet promised to keep the committee informed of future developments. Floyd Holland, Summer Program coordinator, announced his retirement. The executive secretary was instructed to attend the State Executive Secretaries Meeting (of the N.A.S.S.P.) in Anaheim and secure reservations for delegates from Louisiana.

The status of the salary schedule was one of the items discussed at the Executive Committee meeting of June 17, 1977. The proposal had generated some support, but not enough to make the proposal a reality. The L.A.P. withdrew the proposal from the B.E.S.E. consideration. The L.A.P. did however, realize gains from the events that led up to the withdrawal of the proposal. The minutes of the meeting included the following quote: "There is strong evidence that the image of the Principals' Association as an educational organization has been improved tremendously through the

professional manner in which the activities of the committee were handled this session."

At the time of the meeting, the L.A.P. had received a request from a principal for support in his suit with a parish school board. The Executive Committee discussed the matter and "agreed ...that there was little that could be done at this point." No other details about the case are available.

The committee discussed the results of a poll conducted to determine how Executive Committee members felt regarding a recent one day walkout by teachers. A vast majority, 12 to 3, voted to support the teachers. The committee then discussed an upcoming training session to be conducted by the L.T.A. for persons interested in how to lobby at the legislature.

A request from the Texas Principals' Association for support of a reorganization of the N.A.S.S.P. was discussed with the Executive Committee voting not to endorse the proposal. The committee again agreed to hold the L.A.P.'s annual meeting independently of the L.T.A. and L.E.A. and to invite State Superintendent Nix to the meeting.

Inclusion of assistant principals as members of the L.A.P. was discussed. District chairpersons were to be furnished with the names of assistant principals in their districts for the purpose of recruiting new members.

A principal was given permission to present his side of an issue concerning his attempt to release a non-tenured

teacher. The Parish Superintendent had joined the principal in the recommendation to dismiss the teacher, but the local board had denied the request. The Executive Committee voted to write letters to the B.E.S.E., the State School Boards Association, the State Superintendent of Education, and the Louisiana School Superintendents' Association, suggesting support for principals in their efforts to improve education.

The financial report was presented. The Executive Committee voted to raise the salary of the Executive Secretary from \$3,600 to \$4,800. A section of the report entitled "Statement on Certificates of Deposit" showed two certificates with a combined value of \$7,000.

The relationship of the L.A.P. to the newly-merged teachers' organization was one topic of discussion at the November 12, 1977 Executive Committee meeting. The Executive Committee agreed that the L.A.P. would cooperate with the new organization. However, the committee made it clear that members of the L.A.P. had no intention of accepting an arrangement that mandated membership in the L.A.E. as a precondition for membership in the L.A.P. Membership in the L.A.E would be optional to L.A.P. members.

Steve Stephens was recognized for his efforts in securing a raise for teachers, and the Executive Committee voted to support a proposal that would allow the L.A.E. president a leave of absence with salary during his/her tenure as president. The committee also voted to endorse a

proposal that would increase dues for the L.A.E. by 1/2 of 1% of any salary increase.

The executive secretary was authorized to purchase a new typewriter and adding machine for the organization. Up until this time, the executive secretary had used his personal equipment to conduct the business of the organization. The executive secretary was also authorized to pay for the lunch served at this meeting.

The membership report showed an official count of 883. The Executive Committee accepted a motion to invite the state representatives of the N.A.S.S.P. and the N.A.E.S.P. to future Executive Committee meetings and reimburse these members at the same rate as other committee members. The Executive Committee agreed that President Geisel would attend the N.A.S.S.P. meeting in Anaheim and support the candidacy of George Melton for N.A.S.S.P. president.

The nominating committee presented a report that followed the merger agreement in relation to the election of officers. Thomas Wilcox was nominated for president. Troy Parsons was nominated for first vice-president, Jerry Boudreaux for second vice-president, and Dalton Robinson for secretary.

The annual meeting of November 12, 1977 showed an increase in membership in the national (N.A.S.S.P. and N.A.E.S.P.) organizations, despite an increase in dues. Membership figures for the L.A.P. were presented showing a gain of more than 60 members. The financial statement and

budget were presented and approved. The meeting then broke up into the three divisions.

The report from the elementary section shows that the nominee for L.A.P. president, an elementary principal, was unable to serve, and the name of a new candidate was presented to the general membership. Although the L.A.P. constitution did not require the sequential election of elementary, then middle school, then high school principal, Joe Rivet recalled that such rotation was unwritten policy of the L.A.P. and in a few cases, such as this one, a principal was selected that had not served in any elected or appointed capacity in the organization, but was chosen to insure sectional representation.

The junior high/middle school principals' report included a request to the N.A.S.S.P. to ask the United States Congress not to pass any legislation pertaining to schools until extensive study had been conducted to determine the impact on instructional and other school-related programs. These principals also voted to commend President Stephens of the L.T.A. for his efforts in securing a \$1,500 pay raise for teachers.

The secondary principals expressed concern over a study being conducted regarding a multiple diploma system. The principals voted to recommend careful study of the proposal before it is enacted. Secondary principals also expressed their concern about regulations governing the retirement

system and, in particular, teachers re-entering the system after having been retired for a period of time.

Following the divisional meetings, dates for the Hessmer and Summer Conferences were announced. The report of the nominating committee was presented. No nominations were received from the floor, and the candidates were elected unanimously.

Opposing positions were taken by the L.A.P. in 1977 in regards to the newly-merged teachers' organization. The Executive Committee voted to support a one day walkout by teachers demanding a raise. The L.A.P. also voted to continue the spirit of cooperation between the two organizations, but under a new set of circumstances. Years earlier, the L.T.A. had voted to make membership in the L.T.A. mandatory for members of the L.A.P. In 1977, the L.A.P. endorsed a proposal stating that membership in the L.A.E. would be optional to members of the L.A.P.

For the first time, in 1977, the executive secretary was authorized to purchase office equipment. Up until this time the L.A.P. owned no such equipment. The salary of the executive secretary was raised \$1200, making his annual salary \$4800.

Teachers returning to the classroom and thus accruing additional retirement benefits was a topic of discussion at the January 26, 1978 Executive Committee meeting. This issue had been raised previously, and the committee voted to continue discussion of this issue at the Spring Conference.

In a step to try to influence educational policy-making at the national level, the Executive Committee designated contact persons for each member of the United States Congress. Possible changes in certification requirements for principals were discussed and a committee was formed to evaluate proposals and make a report at the Spring Conference. Dates for the conference were announced.

A letter from the N.E.A. concerning the merger of the principals' organizations was read and President Wilcox was directed to write a letter noting that the organizations merged two years prior to the N.E.A. letter.

Proposed changes in certification for principals, supervisors, and superintendents occupied much of the discussion of the March 15, 1978 Executive Committee meeting. Two speakers discussed the issue with the committee. The committee reached agreement on the following points: "There is always a need for improving training for principals as well as other professional person(s); Due to the ramifications of the problem a great deal of further study is needed...;and There is a need for coordination of efforts of all persons concerned with opportunity to provide input on the subject."

The Secretary reported on a meeting with State Superintendent Nix concerning plans for the upcoming session of the legislature. Nix was informed that "the primary interest of the L.A.P. is to place the salary schedule into the Minimum Foundation Formula on the same basis as that of

supervisors." Secretary Robinson reported that prospects looked good for the inclusion of the principals' schedule in the Minimum Foundation Formula.

President Wilcox announced that the L.A.E had requested a resolution from the L.A.P. regarding its relationship with the L.A.E. Geisel was directed to prepare a resolution to be presented to the general membership.

The executive secretary spoke of the need to support the national organizations (N.A.S.S.P. and N.A.E.S.P.) in their efforts to affect matters of concern at the national level. The Executive Committee went on record supporting the stand taken by the National P.T.A. concerning legislation on anti-locking brakes and the stand taken against a Senate bill supporting tuition tax credits for parents with children in private schools.

Dates for the Summer Conference were announced, and Geisel announced that he had been contacted about participation in an umbrella group of educational organizations in the state. The committee voted to present a resolution recommending joining this group to the general membership the next day. The committee also voted to support any move in the Louisiana legislature for securing funding for new facilities at the recreation center at Hessmer.

At the general meeting the next day, the membership voted to endorse the stands taken by the Executive Committee on both resolutions from the National P.T.A. and on securing

a capital outlay from the state legislature for the Hessmer facility. A resolution was presented and accepted concerning the relationship of the L.A.P. and the L.A.E. This resolution requested that the L.A.E. recognize the L.A.P. as the official organization representing principals in Louisiana and that cooperation be maintained between the two organizations.

Principals were encouraged to seek support from legislators for placing the salary schedule in the Minimum Foundation Formula, and Secretary Robinson reported that progress had been made in this area. Thomas Wilcox was selected to serve as the L.A.P. representative at a meeting with several organizations regarding the possibility of forming an umbrella group to represent the interests of education. In a move that seemed detrimental to recruitment efforts initiated at the March 16, 1977 Executive Committee meeting, a motion was defeated that would have mandated the appointment of an assistant principal to the Executive Committee.

The Executive Committee next met on June 15, 1978. Changes in the Executive Committee were approved, and an appointment was made to a State Department committee. Committee members heard a report on the responses received from the Louisiana Congressional Delegation concerning their stand on tuition tax credits.

The membership report showed a drop of over 11 percent to 657. Committee members were urged to work at the

district level to recruit new members. The financial report was presented showing a deficit of \$2,400. "The increased operating cost and stepped up involvement on the state level in educational affairs, coupled with the decrease in state memberships " were blamed for the deficit and a committee was appointed to examine the possibility of an increase in dues. This marked the first time the organization operated with a deficit.

Announcements were made concerning the upcoming appointment of a State Supervisor in Elementary Education. Suggestions were invited from the Executive Committee as to a potential nominee. Dates were set for the November meeting and in a brief item, President Wilcox reported on an organizational meeting of a group to be called the Louisiana Association of School Executives (L.A.S.E.). This group would soon become a source of competition for members.

Proposals to upgrade requirements for certification of principals, supervisors, and superintendents were discussed at the November 20, 1978 Executive Committee meeting. It was noted that, despite all of the discussion going on in the state, there had been no changes proposed. A representative of the L.A.P. along with supervisors, superintendents, and professors of education was appointed to serve on a committee working on changes in certification.

The Executive Committee voted to endorse a workshop sponsored by the State Department of Education, N.A.E.S.P., and the American Association of School Administrators to

assist local districts in implementing P.L. 94-142. The Executive Committee voted to co-sponsor with the State Department of Education a workshop for newly appointed principals. Reports were heard from district chairpersons regarding activities at the local level. This seemed to be in response to the drop in membership noted earlier in the year.

The executive secretary was directed to write a letter to State Superintendent Nix, opposing changes in the tenure laws and opposing the use of N.T.E. scores to determine salary increases and promotion. Recommendations from the budget committee included a dues increase of \$5, a salary increase for the executive secretary of \$500 per year, approval of expenditures beyond the budgeted amount, and an annual audit of the financial records of the organization. The Executive Committee also voted to increase the travel allotment for the executive secretary from 15c to 20c per mile.

The names of Troy Parsons for president, William Washington for first vice-president, Jerry Boudreaux for second vice-president and Dalton Robinson for secretary were presented by the nominating committee.

Attached to the minutes of this meeting is a document entitled "Budget July 1, 1978 - June 30, 1979." Among items of interest is the \$420 earned on interest on certificates of deposite. In addition to these items, the salary of the executive secretary is listed as \$5,300.

The general membership met later the same day to consider the actions taken by the Executive Committee. The membership approved the recommendations of the budget committee including an increase in dues.

The three divisions separated for discussion. When they reconvened, reports were presented. The elementary group presented its slate of divisional officers and the L.A.P. appointed a committee to study the dispersement of funds to elementary division members to defray the cost of the upcoming N.A.E.S.P. convention in Washington.

The middle school/junior high principals expressed concern over competency testing in the 7th and 8th grades and recommended that elementary testing be retained and an alternate program implemented at the middle school level. The secondary principals reported on the need to increase the number of credits required for graduation. The president of the L.A.P. appointed a committee to study the issue of keeping students a full four years in high school. The secondary principals came out against the proposal before the N.A.S.S.P. for splitting District III and backed an amendment to the N.A.S.S.P. constitution that would give two at-large seats on the Board of Directors to private school principals.

The nominating committee presented their recommendations, and nominations were requested from the floor. There were none and the nominees were elected by acclamation.

Documents from 1978 showed that for the first time, the organization made a concerted effort to influence decision-making at the national level. The organization continued efforts to affect decision-making at the state level, meeting with the state superintendent to offer assistance. The L.A.P. continued efforts to place principals' pay in the Minimum Foundation Program and organized a committee to study possible changes in certification requirements.

Only brief mention was made of the formation of L.A.S.E. The formation of this group coincided with a more than 11% drop in membership in the L.A.P.

Members of the Executive Committee meeting on January 25, 1979 expressed concern over negative statements made by State Superintendent Nix. Vice President Boudreaux noted that the failure of a property tax measure in East Baton Rouge Parish was largely due to negative comments made about education. A motion was made and accepted for the L.A.P. to take steps to counteract these comments. One step approved was a letter from the L.A.P. replying to Superintendent Nix to be mailed to the news media.

Jerry Boudreaux was appointed as the spokesperson to represent the L.A.P. before the B.E.S.E. At the time, the B.E.S.E. was considering increasing the requirements for graduation. The Executive Committee voted to endorse a proposal requiring three units of physical education in order to graduate. President Parsons appointed a committee

to determine the needs of the L.A.P. at the upcoming legislative session. This committee was to meet at the Spring Conference and work with the L.A.E. on their legislative program.

A report was presented on the N.A.S.S.P. Region III meeting. Although the L.A.P. did not endorse the proposal, the majority in attendance voted in favor of splitting the region into two sections. President Parsons called for suggestions for the Spring Conference and arrangements were made for recreational activities at the conference.

The Executive Committee heard presentations from two outside speakers. The first dealt with establishment of a scholarship from the Louisiana State Bowling Council. The committee voted to endorse the proposal and made recommendations concerning standards for awarding the scholarship. The second speaker, Dr. John Norton from the Department of Health and Human Resources, presented a proposal for a state-wide dental health education program. The proposal called for a state-wide dental disease prevention program. While the Executive Committee saw merit in improving dental health care, they did not endorse the program for a number of reasons: a lack of parental involvement in the program, the question of liability in the event of unforeseen problems, and the increased responsibilities the program would bring to the elementary teacher. The committee did agree to take the matter under advisement.

Figures from the Executive Committee meeting of March 14, 1979 showed membership holding near 800. A report was presented on action taken at the N.A.S.S.P. meeting. While a majority of Region III members had voted to split into two regions, the issue failed at the N.A.S.S.P. convention.

Joe Rivet presented a report on a proposed salary increase. Rivet also stated that proposed changes in tenure for principals was a dead issue. Proposed changes in certification were in the committee hearing stage and the L.A.P. had been asked to send a representative to serve on a B.E.S.E. committee. The B.E.S.E. had approved an increase in high school graduation requirements but not the suggestion concerning physical education recommended by the L.A.P.

The Executive Committee voted to let the local boards decide the dental health issue. The committee voted to co-sponsor with the L.A.E and the State Department of Education a conference on problems encountered in the everyday operation of a school. President Parsons appointed members to the budget and by-laws and the nominating committees.

At the general session the executive secretary outlined the importance of membership in the national organizations. Principals were urged to join through the L.A.P. because every membership sent through the L.A.P. entitled the L.A.P. to a rebate.

The elementary section reported on an upcoming hearing in Washington concerning placing the Louisiana Teacher Retirement System under social security. Those attending the N.A.E.S.P. convention in Washington were urged to attend the committee hearings. The elementary principals presented a proposal calling for the office of State Superintendent to remain elective with the same qualifications as that of Parish Superintendent. This motion was tabled. A second motion was presented and approved by the general membership endorsing the educational program of Governor Edwards.

The junior high/middle school section presented a proposal calling for testing in grades 3, 6, 9, and 12 with alternate programs offered for those who fail. These programs were to be designed by the State Department. This group presented a motion to endorse the proposal by the L.A.E. to establish a Teacher Education Board designed to establish criteria for granting teacher certification. This board was to be composed of at least 50% certified teachers. The general membership voted to endorse this proposal.

The secondary section presented a proposal calling for N.T.E. scores to be used as only one criteria for granting certification. The membership approved this proposal. The secondary principals presented two more proposals. The first endorsed the increased requirements for graduation in Mathematics and English. The second requested that the State Department study the Compulsory Attendance Law and

provide alternate programs for those who do not profit from a traditional setting. This motion also carried.

During this time, the L.A.P. was sensitive to the criticisms being leveled by Superintendent Nix. Members were urged to continue their positive approach to education and provide Nix with suggestions for improving education. The membership voted to endorse a proposal calling for mandatory kindergarten and that the age for entry into school be changed to 6 years on or before September 1. In a resolution similar to one proposed by the junior high/middle school principals and approved, the general membership voted to endorse a proposal that any board, committee, or commission established to deal with tenure and retirement of school personnel be made up of persons certified in education and that the L.A.P. and the L.A.E. be consulted in the selection of members. The general membership also voted to send a resolution to the L.A.E. expressing appreciation for their support in matters of concern to principals.

Jerry Boudreaux spoke of an upcoming conference jointly sponsored by the L.A.P., the State Department of Education, and the L.A.E. The topic of the conference was solutions to everyday problems encountered in the operation of a school. President Parsons requested that principals return evaluation sheets on this conference. This marked the first recorded time that the L.A.P. requested feedback concerning a program sponsored by the organization.

L.A.S.E.: Threat Or Opportunity?

Dr. Richard Musemeche, Executive Director of L.A.S.E., was one of two representatives from the organization present at the June 14, 1979 Executive Committee meeting. Musemeche urged L.A.P. members to become involved with L.A.S.E. and extended an invitation to the L.A.S.E. convention in New Orleans. Members of the Executive Committee raised several questions concerning qualifications for membership in L.A.S.E. and the reason for scheduling the L.A.S.E. meeting in New Orleans at the same time L.A.P. was scheduled to meet in Shreveport.

After the L.A.S.E. representatives left the meeting the Executive Committee continued the discussion. Committee members seemed irked about the scheduling of the L.A.S.E. meeting and noted an absence of L.A.S.E. representation at legislative sessions and committee hearings. The Executive Committee also considered the benefits offered by the N.A.S.S.P. and the N.A.E.S.P. to be sufficient enough not to warrant membership in the L.A.S.E. It is not clear why Executive Committee members considered only insurance benefits in their comparison of benefits offered by each organization. The reaction of the committee was almost hostile towards L.A.S.E. Documents will later reveal that at various times the general membership requested enhanced insurance coverage from the L.A.P., but, because of the financial condition of the organization, such benefits were unavailable.

The financial and membership reports were presented to the committee. The committee discussed the dues structure with an eye towards an increase but left the rate as it was. The membership report noted a drop of 22 members. The committee noted that the decrease may have been a result of the N.A.S.S.P.'s and N.A.E.S.P.'s recent opposition to public aid for private schools which caused private school principals to withdraw from the national organizations. This drop may also have been due to the benefits offered by the L.A.S.E. Exact membership figures are not available for 1979. On March 14, 1979, Secretary-Treasurer Rivet reported an approximate membership figure of 800. On November 19, 1979, Rivet reported an approximate figure of 950 when in fact membership in 1978 was 657 and 827 in 1981. These official figures (1978, 1981) coincide with the rise of the L.A.S.E. and the stagnation of figures for L.A.P.

Despite the negative remarks made by Nix and attempts by the association to counteract the remarks, the L.A.P. was well represented in legislative decision-making bodies. The executive secretary was a member of two State Department committees, the president was serving on the Transportation Committee of the State Department, and the executive secretary and Jerry Boudreaux were members of an ad hoc committee of the B.E.S.E. studying changes in certification requirements for principals, superintendents, and administrators. The Executive Committee acknowledged an oversight in not inviting State Superintendent Nix to the

Summer Conference and the committee voted to send a letter of apology.

Jerry Boudreaux reported on the status of the M.F.P. which contained the principals' salary schedule and committee members were given the phone numbers of legislators in order to lobby for passage of this program. Executive Secretary St. Dizier was appointed to another four year term.

The next general membership meeting occurred on June 15, 1979. The minutes of this meeting are brief and contain few details. As was the custom, the organization divided into sections and after meeting for half an hour, each section presented a report. The secondary division reported on matters pertaining mostly to high school principals. The junior high/middle school group requested a workshop geared towards the middle school principal. This group also requested study into the issue of certification for middle school principals. The elementary principals discussed the aftermath of the recent strike by East Baton Rouge Parish teachers.

A request was made from the floor to have the L.A.P. investigate providing an insurance program for members. The general membership voted to call Senator Rayburn, Chairman of the Finance Committee, and request his support for funding the Minimum Foundation Program in its entirety. Conference participants were urged to go to the State

Capitol and lobby to kill the proposed Professional Practices Act.

The membership report presented at the November 19, 1979 Executive Committee meeting did not contain exact figures, but Executive Secretary St. Dizier reported that membership should surpass 950 for the year. District chairpersons were commended for their efforts and urged to continue recruitment efforts aimed especially at assistant principals. St. Dizier also reported on the recruitment activities of L.A.S.E. It seemed that some principals had become confused regarding which organization (L.A.S.E. or L.A.P.) represented principals. At the time, the American Association of School Administrators (A.A.S.A.) through L.A.S.E. had been actively recruiting principals. The Executive Committee voted to endorse a policy statement from the N.A.S.S.P. and the N.A.E.S.P. The policy statement emphasized the need for cooperation among professional organizations and recognized the need for principals to associate with an organization that meets their unique needs. The N.A.S.S.P./N.A.E.S.P. emphasized the importance of membership in both state and national organizations and stated that "divisive attempts to split the ranks of principals at either or both levels will be challenged, resisted and defeated."

The executive secretary reported that the L.A.P., in conjunction with the Superintendents Association and the Supervisors Association, had been successful in defeating a

proposal to increase the requirements for certification of principals. A proposal from the P.A.R. to remove principals from the protection of tenure laws was still alive and the Executive Committee voted unanimously to oppose implementation of this proposal. Although this issue had been raised many years earlier with no resolution, the committee took no formal steps to oppose the P.A.R. recommendation.

The Budget Committee report was presented showing an increase in salary for the executive secretary. Committee members proposed an item in the budget for lobbying, but after discussion, members agreed that this item could jeopardize the non-profit status of the organization granted by the I.R.S. and the U.S. Postal Service. Committee members also agreed that this item was not justified in the constitution.

The Executive Committee voted to send a letter of appreciation to Senator Mouton for his support of educational issues. The report of the nomination committee was read. Arthur Smith was nominated for president; Jerry Boudreaux for first vice-president,; Thomas Ellis for second vice-president; and Dalton Robinson for secretary.

Byron Benton, Assistant State Superintendent, was the speaker at the General Meeting of November 19, 1979. Benton discussed the Minimum Foundation Program with emphasis on the principals' salary schedule. The minutes of the meeting indicate that a question and answer period

followed the speech and that copies of the talk were made available to members.

The assembly broke up into sections, returned, and presented their reports. The elementary principals announced dates for the N.A.E.S.P. convention and the South Central Association meeting. The slate of offices for the elementary group was presented and a report was made on a recent leadership conference held in Washington. The elementary principals discussed retirement benefits and funding for the M.F.P. A motion was made by the elementary principals and accepted by the general membership that the L.A.P. be allowed six mailings per year and that one of these mailings be dedicated to elementary principals and one to secondary principals. There was no report from the middle school group. The secondary section reported that items of concern to secondary principals were discussed during their sectional meeting.

Following the sectional presentations, the slate of officers for the organization was elected. They were : Arthur Smith, president; Jerry Boudreaux, first vice-president; Thomas Ellis, second vice-president; and Dalton Robinson, secretary. The L.A.P presented plaques to retiring President Parsons and to F. A. Davis, member of the B.E.S.E., for his support and encouragement.

The Continued Decline Of The Organization

The efforts of the L.A.P. in 1979 were geared towards counteracting negative statements made by State

Superintendent Nix. The organization voted to present a positive image of education in the state and to inform Nix of suggestions for improving education. The L.A.P. also worked to kill the proposed Professional Practices Act. This proposed act coupled with attempts by the P.A.R. to remove principals from the protection of tenure became the organization's focus of attention.

Jerry Boudreaux continued to play an important role in the organization. Boudreaux was appointed to represent the L.A.P. on matters before the B.E.S.E. and was instrumental in getting the organization to respond to criticisms made by Superintendent Nix. The organization continued efforts for a new salary schedule and co-sponsored a number of workshops for principals.

Executive Committee members were pleased when the L.A.P. and other educational organizations joined forces to defeat a proposal increasing the requirements for certification of new principals. The mood would quickly change when the L.A.P. suffered a string of defeats on issues directly involving principals.

1979 also saw an effort by the elementary principals to better communicate with members of their division, by presenting a proposal that would allow the elementary and secondary divisions to include communications within the L.A.P. newsletter. The general membership approved this proposal.

The confidence of the Executive Committee was shaken at the January 24, 1980 meeting when Vice-President Boudreaux reported that the once-defeated issue of increasing certification requirements for principals had been resurrected and that "there might be trouble keeping the requirements reasonable." This was to become the first of a number of major setback suffered by the organization in the 1980's.

Committee members voted to send congratulatory letters to newly elected Governor Treen and Lt. Governor Freeman. Letters of appreciation were sent to outgoing Governor Edwards and retiring Senator Mouton.

District chairpersons presented their reports and the date and time for the Spring Conference were announced. The committee agreed to send a letter to federal and state officials requesting funding for personnel to assist with the administration of the school lunch program.

Questions concerning changes in certification requirements, adoption of the Professional Practices Act, and the continued push by the P.A.R. to remove principals from tenure protection were topics of discussion at the March 19, 1980 Executive Committee meeting. July 1, 1980 was the date set by the B.E.S.E. to reconsider certification requirements. Members were urged to keep abreast of B.E.S.E. proceedings and developments surrounding the Professional Practices Act.

The executive secretary reported that membership had surpassed the 800 mark and noted a 12% increase in registration for the Spring Conference. District chairpersons were urged to maintain recruitment efforts. A motion was made and accepted to change the section in the constitution entitled "Purposes." The proposed change would meet the requirements of the Postal Service for a special mailing permit. The president announced an appointment to fill a vacancy on the Executive Committee and the meeting adjourned.

The general membership of the organization met later the same day. Executive Secretary St. Dizier reported that more than 225 principals had registered for the Hessmer Conference. The section of the constitution entitled "Purposes" was changed to read:

The purpose of the Association shall be the advancement and betterment of the standards, working conditions, and interests of its members as employees of the school systems, and the advancement and betterment of kindergarten, elementary, and secondary education in the State of Louisiana.

Vice-President Boudreaux discussed the Professional Practices Act and the move in the legislature by the P.A.R. to change the Teacher Tenure Act to remove principals from its protection. Boudreaux noted that if the Professional Practices Act passed in its present form, it would do away with protection granted under tenure laws.

The minutes of the Executive Committee meeting held June 12, 1980 provide very little detail about the issues

raised at the meeting. The financial and membership reports were presented and showed a drop in membership figures. Committee members discussed the feasibility of merging with the supervisors' association but decided against the proposal.

Executive Secretary St. Dizier presented a report on the status of increasing the requirements for certification of principals, but no details were provided. Jerry Boudreaux presented a report on the Professional Practices Act, funding for the principals' salary schedule, and attempts to remove principals from the protection of tenure. Volunteers were asked to go to the legislature when these issues were raised. President Smith appointed members to the nominating and budget committees. The meeting was then adjourned.

The minutes of the general session held June 13, 1980 provide very little detail. No documentation was provided regarding the sectional meetings. Jerry Boudreaux presented a report on the progress of legislative acts affecting the L.A.P. and members of the organization were urged to lobby at the legislature on behalf of items of interest to the L.A.P.

A slight drop in membership was noted but exact figures were not provided. This drop was attributed in some part to competition from L.A.S.E. September was designated membership month and members were urged to recruit at the

district level. Appointments were approved to the nominating and budget committees.

The push for new members increased with the November 24, 1980 Executive Committee meeting. Jerry Boudreaux presented some measures to be implemented once the recommendations of the nominating committee were approved. One recommendation was to increase dues from \$15 to \$25 beginning July 1, 1981. The budget committee presented their report which included a 10% raise for the executive secretary and an increase in mileage reimbursement for members of the Executive Committee.

The Executive Committee voted to pay the cost of a luncheon meeting of the Region III group of the N.A.S.S.P. and to endorse a project sponsored by East Texas State University entitled "Profile of the Louisiana Senior High School Principal." The nominating committee presented their report. Jerry Boudreaux was nominated for president, Tom Ellis for first vice-president, James Galendez for second vice-president, and Dalton Robinson for secretary.

Minutes from the general membership meeting the next day provide few details. A motion was made and approved to increase dues to \$25 per year. Other than the announcement of officers for the elementary division, no other details were provided from the sectional meetings. The nominating committee presented their report and the slate of officers was elected by acclamation.

The L.A.P. suffered a major defeat in 1980. Members were at first confident that they had managed to defeat a proposal that would significantly increase the requirements for certification as a principal, but the B.E.S.E. voted to approve the increase. Other external pressures were continuing to mount. The Professional Practices Act, which threatened tenure for principals, was still under consideration and the P.A.R. was moving ahead with their proposal to remove principals from the protection of tenure laws. Efforts to impact all of these issues were left up to Jerr Boudreaux.

Pressures from the recruitment efforts of L.A.S.E. were recognized and the L.A.P. made an especially strong effort to recruit assistant principals, despite voting against appointment of an assistant principal to the Executive Committee in 1977. In order to retain a special Postal Service mailing permit, members voted to alter the wording of the Purposes section of the constitution.

Jerry Boudreaux's term as president began with the January 29, 1981 Executive Committee meeting. Boudreaux's term as president would be marked by increased activity by the L.A.P. in efforts to affect legislation. At the Executive Committee meeting the president appointed members to the legislative committee and presented a report concerning correspondence received from the State Department of Education. The State Department indicated progress in the areas of scheduling Free Enterprise programs in the

schools, the exclusion of librarians and counselors in the 25 to 1 ratio, and a mandate that all Vocational Education classes have a 15 to 1 ratio.

President Boudreaux announced plans to design a plaque that would be placed in the office of principals to recognize membership in the L.A.P. Executive Committee members were asked for input into possible changes in the constitution. The chairperson of the constitution committee recommended an increase in dues.

Plans for the Spring Conference were discussed. Governor Treen, Superintendent Nix, and members of the legislature were invited to attend the conference. The president appointed a committee to develop the program for the Spring Conference.

The dates for the annual L.A.P. meeting were announced and committee members discussed the L.A.S.E. decision not to hold their (L.A.S.E.) meeting at the location originally selected. "It was felt by some that this indicated a lack of cooperation with L.A.P." President Boudreaux announced plans for a workshop/conference for newly appointed principals and assistant principals to be held in Lafayette.

Resignations And Warnings

Executive Secretary St. Dizier submitted his resignation at the March 18, 1981 Executive Committee meeting. St. Dizier stated that the organization faced the danger of becoming fragmented by interest groups within the organization and recommended that a committee be established

to study the goals and purposes of the organization and make recommendations for future direction. St. Dizier also recommended that the association examine the possibility of incorporating the association. Executive Committee members expressed their appreciation and the president appointed a committee to begin the search for a replacement.

President Boudreaux displayed the plaques that were proposed for all members and the committee voted to negotiate for the purchase of 1,000 plaques. The committee passed a resolution emphasizing the importance of principals belonging to their professional organization. Dates for the N.A.S.S.P. and N.A.E.S.P. national conventions were announced and the date of the L.A.P. Spring Conference was changed to mid April.

President Boudreaux announced that he had received an invitation to attend a meeting with State Superintendent Nix. The President was instructed to write letters to Senators Long and Johnston opposing federal aid to private schools.

Revisions to the constitution were presented. In addition to the changes in the dues structure, Article IX - "Dissolution of the Association"- was to be amended so that in case of a dissolution the assets of the organization would be turned over to the parish organizations and distributed on a pro rata basis. The previous constitution mandated that in case of dissolution of the organization, the assets of the organization would be turned over to the

L.A.E. A motion was offered by Executive Committee member Hecker to amend the by-laws (Article III - "Duties of the Executive Secretary") to read "Work closely with all agencies in matters which pertain to the L.A.P." The previous constitution directed the executive secretary to work with the L.A.E. on all matters pertaining to the L.A.P. The substitution motion, which may have been an attempt to align the organization with L.A.S.E., failed.

Membership in the L.A.P. had grown to 910 at the time of the Executive Committee meeting of June 11, 1981. President Boudreaux again urged District Chairpersons to continue the push for new members and noted that the L.A.P. was playing an increasing role providing input on legislation pertaining to education.

The Legislative Committee reported on the Professional Improvement Program (P.I.P.) funding. The amount appropriated (60 million) was not enough to include P.I.P. credit towards retirement. The committee recommended that the 60 million figure be accepted and recommended a reduction in the amount going towards salaries by the amount needed to fund the increase to retirement. The Executive Committee approved this recommendation.

Like St. Dizier, former secretary Dalton Robinson urged members of the committee to resist moves to fragment the organization into special interest groups. Robinson's remarks were in reference to the L.A.S.E. drive to recruit members.

President Boudreaux reported on the action of the screening committee. The L.A.P. had been offered office space at L.S.U., sharing the services of a secretary, and establishing a permanent location. With this in mind, Boudreaux reported the recommendation of Terrell Goode, a retired principal living in Baton Rouge, to fill the position of executive secretary. Boudreaux recommended a salary of \$4,800 and appointment for a one year term. The Executive Committee accepted the recommendation.

The discrepancy in the salary of incoming Executive Secretary Goode and outgoing Executive Secretary St. Dizier is attributed to a request by Goode for a larger travel allowance than the one enjoyed by St. Dizier.

Terrell Goode (1981-)

Terrell Goode's appointment as executive secretary coincided with the L.A.P.'s establishment of a permanent location on the L.S.U. campus. Goode quickly took action initiating reforms in the budgetary process, redesigning the newsletter, and intensifying the efforts of the organization to influence legislation impacting the organization. The organization suffered a major defeat during Goode's term. The L.A.P. was not able to stop the approval of legislation removing newly-appointed principals from the protection of tenure. The tenure issue forced the organization to take a stand in favor a recertification program for principals. This action was not enough to stop changes in the tenure laws.

The Louisiana Association of School Executives organized during the initial years of Goode's tenure. Upon his resignation, former Executive Secretary St. Dizier warned the L.A.P. of the danger of becoming stagnant, opening the door for competition from other organizations. Executive Secretary Goode and leaders of the L.A.P. took steps to counter this threat, including Goode's recommendation to appoint an assistant principal as an at-large member of the Executive Committee. L.A.S.E. continues to present competition to the L.A.P. for recruitment of new members. Although membership figures for

1987-88 are incomplete, the number should top the 1,000 mark for the first time in the history of the organization.

Tenure, P.I.P.s, and L.A.S.E.: An Organizational Breakdown

The November 23, 1981 meeting of the Executive Committee was the first of Executive Secretary Goode's term. The committee complimented Goode on the changes he and President Boudreaux made in the format of the newsletter. Goode presented the financial report and recommended that \$5,000 be taken from the checking account and deposited in an interest bearing account. The committee members agreed with this recommendation. Goode also suggested that an assistant principal be appointed as an at-large member of the Executive Committee. The Executive Committee also agreed with this recommendation.

Executive Secretary Goode and President Boudreaux developed a close working relationship and consulted each other on a number of issues. Among these issues were changes they would recommend in the date of the election of officers, and deletion of the November meeting. President Boudreaux presented a motion to change the date of the election of officers from November to July 1. This motion carried and Boudreaux and the other elected officers were allowed to serve the additional seven months. Boudreaux also suggested eliminating the November meeting but the Executive Committee took no action on this suggestion.

Dates for the Spring and Summer Conferences were announced. Both conferences had been approved for P.I.P.

points. Affiliation with L.A.S.E. was again discussed but no action was taken.

The election of Jerry Boudreaux as President in 1981 marked an increase in efforts by the organization to affect legislation. Boudreaux considered this a top priority. Bert St. Dizier, executive secretary for seven, years submitted his resignation. Competition from L.A.S.E. was mounting in 1981 and St. Dizier warned the organization about becoming complacent in light of this threat. In his resignation speech, St. Dizier suggested that in order to provide direction and stability to the organization, the L.A.P. should adopt a set of long range goals. It was not until 1986 that this recommendation was acted upon.

With the resignation of St. Dizier came the appointment of Terrell Goode and acceptance of a cooperative agreement with L.S.U. to provide office space establishing a permanent location for the organization. Goode acted quickly, implementing budgetary reforms and acting with President Boudreaux to revamp the newsletter and propose elimination of November as a meeting date.

The Executive Committee next met on January 28, 1982. Committee members approved the recommendation from Goode and Boudreaux to eliminate the November meeting but voted to continue to host a hospitality room at the site of the teachers' convention. The committee also approved a measure paying the expenses of the president and the executive secretary of the L.A.P. to attend the national conferences

of the N.A.S.S.P. and the N.A.E.S.P. Also approved was a measure that authorized payment of \$300 toward the expenses of the state coordinators (elementary and secondary) to attend these conferences. Executive Secretary Goode presented the financial report which included investment of \$6,900 in interest bearing accounts. Membership to date was 806.

An increase in the number of workshops and conferences sponsored by the L.A.P. is evident in the minutes of this meeting. In addition to the Spring and Summer Conferences, two additional conferences were offered to members. Members who attended these conferences received P.I.P. points. The president appointed the nominating committee and members noted that according to the rotation system (elementary, middle, senior high), an elementary principal was next in line to become president of the organization. Members of the Executive Committee expressed their thanks to Goode for his hard work and the meeting adjourned.

President Boudreaux's belief that the organization should become active in legislative issues affecting the organization were evidenced in the April 14, 1982 meeting of the Executive Committee. The Legislative Committee reported on its efforts to protect tenure for principals, place principals' salaries in the Minimum Foundation Program, leave P.I.P. credit in retirement, and on their efforts to eliminate use of the N.T.E. Joe Rivet, who had remained as an advisor to the organization reported that Superintendent

Nix had requested funding to validate the N.T.E. but no action had been taken on his request. President Boudreaux reported on a recent court ruling stating that the B.E.S.E. had no control over hiring and firing practices of local boards.

The Vermillion Parish Principals' Association presented a resolution requesting that L.A.P. affiliate with L.A.S.E. A resolution against merging with L.A.S.E. was offered to the general membership and approved. The resolution stated that the organizations should cooperate but not affiliate.

The nominating committee presented their report. Tom Ellis, who had been first vice-president, was not the nominee for president. Minutes of the meeting and interviews with then President Boudreaux and Executive Secretary Goode provide no details other than acknowledgement of the resignation of Mr. Ellis from the organization. (Boudreaux, 1987, Goode, 1987)

Executive Secretary Goode presented the membership and financial reports; both were approved by the committee. The membership report showed an increase of 15 members. The remainder of the meeting involved reports of attendance at various regional and national conferences and conventions. Announcements were made concerning conferences sponsored by the L.A.P. and attendance at the conferences entitled the members to P.I.P. points.

Although the minutes of the April 15, 1982 general membership meeting are brief, two important events occurred

at the meeting. The general membership voted to endorse the resolution presented at the Executive Committee meeting to cooperate but not affiliate with the L.A.S.E. After this action, President Boudreaux called for the report from the Nominating Committee. Milton Linder was nominated for president, James Galendez for vice-president, L. J. Raymond for second vice-president, Jackie Barrett for secretary, and Robert Reech to represent the assistant principals. A motion was made for the nominations to be closed; however, Velma Price was nominated from the floor as a candidate for second vice-president. L. J. Raymond was elected to serve in this position. Minutes indicate that before the election there was discussion about the manner in which officers were elected. Neither Mr. Boudreaux nor Executive Secretary Goode could remember details of this meeting.

The minutes of the June 17, 1982 Executive Committee meeting were the last written record of the organization for the year. The financial and membership reports were presented showing a balance of \$4,784.98 and membership of 845. Executive Secretary Goode requested that his salary remain the same but his travel allowance be increased by \$1,000. The committee voted to approve this request.

Goode requested that committee members send him articles for publication in the newsletter and announced that N.A.S.S.P. dues would increase \$20.00 per year. President Boudreaux discussed his recent testimony before a committee at the legislature in which he spoke against

removing principals from tenure protection. Boudreaux also announced times and dates for upcoming L.A.P. meetings.

L.A.P. involvement in legislative matters continued in 1982. The association continued its efforts to place the principals' pay scale in the Minimum Foundation Program, eliminate the use of the N.T.E., and favorably affect funds distribution from the Professional Improvement Program. This same year, the L.A.P. laid to rest the question of affiliation with the L.A.S.E. when members voted to accept a resolution calling for cooperation, not affiliation. The Executive Committee approved a request by Executive Secretary Goode to increase his travel allowance.

President Linder called the January 27, 1983 Executive Committee meeting to order and appointed Jerry Boudreaux membership chairperson. Executive Secretary Goode presented another list of recommendations to the committee. He recommended that: the president receive up to \$1,000 for travel; the president of the Elementary Principals Group be paid \$500 to defray expenses to the national or regional conferences; the elementary coordinator be paid \$300 to defray expenses to the national conference; and a typewriter be purchased for the organization. The committee approved these requests.

Two measures were approved to enhance recruitment efforts. Executive Committee Member Reech (an assistant principal) was directed to send letters to all assistant principals in the state inviting them to join the L.A.P.

Executive Secretary Goode's suggestion to produce a brochure entitled "Why Join L.A.P.?" was approved. Boudreaux moved and the committee approved a \$1,200 increase in Goode's salary which stood at \$5400. The committee also approved a recommendation by Boudreaux to design and purchase pins to be given to members of the association.

Joe Rivet presented a report from the State Department of Education. A second report was presented on the B.E.S.E. action concerning teaching certificates. No details were available from either report. Dates of conferences were announced and the meeting adjourned.

Minutes of the March 23, 1983 Executive Committee meeting show that the president and executive secretary had recently met with Superintendent Nix. Among the items discussed were recommendations to fully fund the P.I.P. and to separate gifted and talented funding from the rest of Special Education.

The financial and membership reports were presented, showing a savings account balance of \$14,995.57 and a checking account balance of \$7,558.68. Membership was reported as 711. A motion was made and accepted to purchase notebooks for the Hessmer Conference and ribbons for the national conventions. Committee members also endorsed a motion to place a 40 student limit in P.E. classes.

Executive Committee members reported on their recent attendance at national conventions and the dates and locations of upcoming conventions were announced.

At the general membership meeting later the same day, members approved the limit on P.E. classes and heard reports on L.A.P. conferences for P.I.P. points. The financial and membership reports were presented, as were dates for the national conventions.

The Executive Committee next met on June 16, 1983. The legislative report was presented with changes in P.I.P. requirements noted. Governor Edwards was to appoint a committee to investigate the status of the program after the initial five year period. The report also showed that there had been no changes in sick leave and retirement benefits.

Executive Secretary Goode reported a checking balance of \$3,944.22 and membership of 834. The committee approved funding for the promotional pamphlets, for a hospitality room at the N.A.E.S.P. convention in New Orleans in 1984, and for hosting a hospitality room at the L.A.E. convention in November of 1983.

Joe Rivet presented a report from the State Department showing that the L.A.P.-endorsed resolution calling for a 40 student limit in P.E. classes had been approved and that the State Department was working toward reducing the amount of paper work produced by the department. Rivet announced proposed changes to Bulletin 741. He also announced the dates of public meetings to be held prior to adoption of the revisions, and that the B.E.S.E. had proposed changing mandatory attendance from 180 days to 160 days.

The November 21, 1983 Executive Committee meeting marked the beginning of an era of closer cooperation with the State Superintendent's office. State Superintendent-Elect Clausen requested the names of three members to be considered by him to fill unclassified positions at the State Department. Clausen also offered his assistance in planning for the Spring Conference.

The executive secretary reported that membership had reached the 880 mark and noted that many of the new members were assistant principals. The financial report showed a combined (checking and savings) balance of \$20,290.51. A motion made by Goode to purchase briefcases with the L.A.P. emblem for committee members was approved. Joe Rivet noted the upcoming B.E.S.E. meeting concerning changes to Bulletin 741. Goode recommended that the president draw up a statement to present to the B.E.S.E. concerning the French requirements in Bulletin 741.

A report was presented on the conference sponsored by the L.A.P. for assistant principals noting attendance of over 230. A recommendation was made and accepted to have the Executive Committee meet three times per year: in November, at the Hessmer Conference, and in June. The president appointed a chairperson to the nominating committee and set the fees for the Spring Conference.

Funding for the P.I.P. was still a matter of concern for the members. After announcing the dates of upcoming conferences for P.I.P. points, district chairpersons were

instructed to discuss the P.I.P. with members and report their findings to the president. The meeting then adjourned.

The impact of Jerry Boudreaux continued to be felt by the organization in 1983. Boudreaux was appointed membership chairperson and along with Executive Secretary Goode proposed measures aimed at increasing membership in the organization. The L.A.P. accepted all of the proposals.

Tom Clausen replaced Superintendent Nix, initiating an era of closer cooperation with the State Department. The L.A.P. had been active in counteracting negative statements made by Nix during his tenure as Superintendent and were pleased by the response given them by Superintendent-Elect Clausen. Members of the L.A.P. continued to be concerned regarding the status of the P.I.P. and endorsed a proposal that was accepted by the State Department limiting the size of P.E. classes.

The Executive Committee next met on January 12, 1984. The president reported on three curricula being studied by the State Department. No details of the curricula were given. Superintendent-Elect Clausen spoke to the members, presenting his ideas for changes to Bulletin 741. Clausen also stated that "he would fight for leaving the tenure laws for principals." The executive secretary of the L.A.E. reported that his organization was also in favor of retaining tenure for principals. Superintendent Clausen was to be the keynote speaker at the Spring Conference.

At the March 28, 1984 Executive Committee meeting, steps were taken to formalize the position of the organization on a number of issues prior to the start of the legislative session. This marked the first recorded time the organization took steps toward long range planning. Two separate committees were formed to write position papers on tenure, the Principal's Academy, and P.I.P.s. The committee accepted a motion endorsing a 180-day school year and requesting that extracurricular and athletic events receive prior approval from the parish or city superintendent.

A motion was made and accepted noting the importance of granting professional leave time for teachers to participate on committees and attend educational in-service programs. A motion to require that students below the 12th grade participate in a full school day was also endorsed by the committee. Committee members made a recommendation to the L.A.E. to reduce teacher absenteeism. This recommendation called for the payment of \$25 per day of unused sick leave with a maximum payment of \$250 per year.

At the general membership meeting the next day, the nominating committee presented their report. L. J. Raymond was nominated for president, Curley Mouton for first vice-president, and Charles Oakley for second vice-president. All were elected unanimously.

The chairperson of the political action committee (legislative committee) reported on pupil-teacher ratio, principal tenure, the P.I.P., pay raises, and a reduction in

the number of sick days allowed for principals. A motion was made and passed to form an additional district, District 12, to be composed of St. Charles, St. John, Terrebone, and Lafourche parishes. These parishes had previously been part of District 11.

The minutes of the June 14, 1984 Executive Committee meeting showed a balance of \$15,217.51 and membership of 847. President Galendez reported on the N.A.E.S.P. convention in New Orleans, the formation of a Principals' Advisory Council by the State Department of Education, and the Leadership Academy recently formed by the Legislature. The Leadership Academy was designed to instruct principals on the use of evaluative instruments for assessing teacher performance. Joe Rivet was appointed as director.

A motion was made and approved to extend Executive Secretary Goode's contract for another year and to set aside funds to host a hospitality room at the upcoming N.A.S.S.P. convention in New Orleans. Dates for the Summer Conference were announced, and the meeting adjourned.

The L.A.P. continued to be well represented on state committees. Members of the L.A.P. were on the Leadership Academy and Career Ladder Committees. In a move to make membership in the association more attractive, Executive Committee members decided to select a non-public school principal to serve as an at-large member of the Executive Committee. President Raymond noted the recent success of a workshop for assistant principals sponsored by the L.A.P.

Committee members discussed the upcoming N.A.S.S.P. convention in New Orleans and plans were finalized for the hospitality room. President Raymond was set to meet with members of the N.A.S.S.P. Arrangements Committee to iron out last minute details.

The L.A.P. continued their involvement in legislative action affecting education during 1984. With the election of Tom Clausen as State Superintendent, the L.A.P. was able to provide even more input. Clausen met with the organization two times in 1984 verbalizing his support for maintenance of principal tenure. The president of the L.A.P. appointed committees to write position papers on a number of key issues before the start of the legislative session.

Maintaining tenure for principals was of major concern at the April 17, 1985 Executive Committee meeting. The legislature was nearing agreement on changes in the tenure laws and the L.A.P. had not presented an acceptable alternative. A number of ideas were presented regarding this issue. President Raymond proposed setting up a phone bank to contact legislators about L.A.P. concerns. Executive Secretary Goode recommended that the organization take a stand "for mandated professional improvement for principals...and... that the organization write to the governor concerning the need for professional improvement." Joe Rivet, who had been appointed director of the Leadership Academy, explained the role of the Academy once it became

functional. Rivet presented other suggestions for professional improvement. These included a program of recertification for principals in order to maintain tenure, internships to become certified, and a series of workshops for principals. Rivet noted that the Academy must be in operation by the 1986-87 school year. A motion was made and accepted supporting a six year mandated program of improvement for all principals to be conducted by the Leadership Academy. The president was authorized to write a letter to the governor supporting the proposals of the Leadership Academy.

Steve Stephens, representing Superintendent Clausen's office presented Clausen's legislative package. Items in the package included increasing teacher's salaries, mandatory kindergarten, increasing the textbook allotment, and endorsement of the Merit School Concept. Stephens noted other items receiving Clausen's support. These were: financing student loans; the Leadership Academy; changing the testing program; and providing the necessary funding for remediation during the summer. After some discussion, the Executive Committee voted to support the entire legislative program including the Merit School Proposal.

Dates for the Spring Conference were announced and the nominating committee presented their report. Curley Mouton was nominated for president, Benny Broussard for first vice-president, and David Cavalier for second

vice-president. The report was accepted and the meeting adjourned.

At the general membership meeting the next day, members voted to approve the Executive Committee proposal to endorse the legislative package of Superintendent Clausen and to support the findings of a joint committee of the L.A.P. and L.A.E. concerning graduation requirements. The membership also endorsed the Executive Committee proposal concerning the Leadership Academy.

The Nominating Committee presented their report. The slate of officers recommended by the committee was elected by acclamation.

The minutes of the June 17, 1985 Executive Committee meeting showed a continued effort on the part of the L.A.P. to influence legislative issues. Executive Secretary Goode recommended that members become active in the present session of the legislature. The Executive Committee accepted a proposal to sponsor jointly with the Louisiana High School Athletic Association a breakfast for Senate and House Education Committee Members.

Announcement was made that Brother Donnan, a member of the L.A.P., had been recently appointed Chairperson of the Non-Public School Committee of the N.A.S.S.P. The financial report was presented showing a balance of \$18,736.14. The committee voted to renew Goode's contract for the 1985-86 year.

The future of the Leadership Academy was in doubt at the December 10, 1985 Executive Committee meeting. Committee members were urged to contact legislators regarding funding. President Mouton appointed Executive Secretary Goode and Second Vice-President Cavalier to attend a Legislative Conference in Baton Rouge and appointed members to the nominating committee.

Goode presented the financial and membership reports. Membership stood at 952 and the organization had \$22,195.11 in the bank. A motion was made and accepted to permit the executive secretary to handle arrangements for a conference sponsored by the L.A.P. for principals and assistant principals. A suggestion was made to evaluate the Hessmer Conference and make recommendations for the next conference.

With the threat of loss of tenure for its members breathing down the neck of the L.A.P., the organization came out in favor of a self-imposed plan of professional improvement and recertification. Former Secretary-Treasurer Joe Rivet, now head of the not-fully-funded Leadership Academy, suggested a course of action for the L.A.P. Subsequently, the funding proposal for the Academy would become a political issue and the potential of the project would never be realized. The Executive Committee of the L.A.P. voted to send a letter to the governor recognizing the need for professional improvement. These actions were to little avail when a bill was passed denying newly appointed principals tenure protection.

The full membership voted to endorse the legislative program of Superintendent Clausen. This proposal included a recommendation to implement the Merit School Program, a form of merit pay.

After The Defeat:

The Continuing Challenge of the Elementary Principals

Minutes of the March 12, 1986 Executive Committee meeting provide few details of the actions taken by the organization. The Executive Committee voted to support the L.A.E. recommendation to restore tenure to all principals and agreed that if funding was not provided for the Leadership Academy, the association should work to repeal the new tenure law.

Reports were presented on an incentive program offered by the State Department to high school students and a proposed state testing program also developed by the State Department of Education. The committee voted to endorse both proposals.

At the March 13, 1986 general membership meeting, members voted to endorse the position of the Executive Committee concerning the Leadership Academy. The Executive Committee went on record supporting the Student Incentive Program and members heard a report from the State Department on new computerized annual report procedures. The membership also voted to continue efforts to reverse the recent changes in the tenure laws and to ask the State Department to clarify requirements for the Free Enterprise requirement in high schools. President Mouton presented a

report on the activities of the newly formed Committee United for Education (C.U.E.) of which the L.A.P. was a member. This organization is a coalition of organizations in the state working for improvements in educational policy formation, favorable funding decisions, and improvement of the image of public education in Louisiana. This organization is very similar to the United Schools Committee of the 1950's-1960's.

The Executive Committee meeting of June 16, 1986 covered a variety of topics. In a move to fund the non-functioning Leadership Academy, Executive Committee members voted to endorse a State Department of Education application to the U. S. Office of Education for a grant. The committee endorsed the proposal with the stipulation that if funding became available, the L.A.P. was to have members on the committee overseeing the distribution of funds assuring operation of the Academy.

The Deputy Superintendent of Management and Finance of the State Department of Education presented a report on the effects of recently imposed cuts to the Minimum Foundation Program. President Mouton urged committee members to contact legislators about this problem. The Executive Committee voted to endorse a State Department proposal to begin a drop-out prevention program.

President Mouton presented his report calling for a \$5 increase in dues and revisions to the constitution. The Executive Committee took no action on these recommendations.

Mouton recommended Charles Scott fill the vacancy in the first vice-president's position. The motion carried 9 to 3. Mouton also recommended Jerry Boudreaux for the position of secretary. This recommendation passed unanimously.

Executive Secretary Goode reported that membership stood at 905 and the organization had \$17,720.95 in the bank. Goode presented and the committee approved the budget for the upcoming year. The Executive Committee voted to renew Goode's contract for another year.

President Mouton discussed a letter received from the president of the Elementary Principals' Group requesting a standing position on the L.A.P. Executive Committee. The request was denied with committee members noting that elementary principals were already represented on the committee. Results of the evaluation of the Hessmer Conference revealed that members were satisfied with the conference but wanted legislative matters included as a part of the program.

The Executive Committee meeting of November 12, 1986 authorized the formation of a new committee. On a motion made by Jerry Boudreaux, the committee voted to authorize President Broussard to appoint a committee to establish one, three, and five year goals for school improvement in Louisiana. This committee was to have their report ready in time for discussion at the Hessmer conference. The Executive Committee continued their efforts to support

funding for the Leadership Academy, voting to work with the Academy in sponsoring conferences.

President Broussard's report included a request for a \$10 increase in dues. This request was to be presented to the general membership at the Hessmer conference. A motion was made to table the request but this motion failed for lack of a second and the original motion passed. President Broussard appointed a committee to revise the constitution with proposed revisions ready for presentation at the Hessmer conference and appointed members to the Nominating Committee.

Executive Secretary Goode presented the financial and membership reports. Membership stood at 916 and the organization had \$22,463.80 in the bank.

The issue of elementary principal representation on the Executive Committee was again raised in 1986. The president of the Elementary Principals' Group requested membership on the committee. The request was denied. A request similar to this had not been made since the 1960's but interviews with past office holders indicated that the issue of elementary principal representation on the Executive Committee was ever present.

The L.A.P. continued efforts to reverse the changes in the tenure law and continued their support of the Leadership Academy. A committee formed in 1986 marked only the second time the organization attempted to set long range goals. The first time occurred at the March 28, 1984 Executive

Committee meeting when committee members voted to define their legislative priorities before the beginning of the legislative session. The committee established in 1986 was to make long range (one, three, and five year) recommendations for the improvement of schools.

In an effort to keep up with the ever-increasing number of legislative items dealing with education, the Executive Committee which met on April 8, 1987, approved a recommendation by Executive Secretary Goode for a \$1,000 appropriation to cover the expense of the Legislative Digest. Goode also recommended that each L.A.P. district send a representative to a B.E.S.E. meeting once a year and if needed submit a report on the proceedings to Goode. In a move to stimulate input from the district level, Goode recommended that President Broussard assign each district a month in which they would submit information to Goode for publication in the newsletter. The Executive Committee approved both of these recommendations.

Executive Committee members heard a report on the legislative session and on the Administrative Leadership Academy. Dates for L.A.P. sponsored and national conventions were announced. A motion was made and accepted to study the requirement that the Federalist Papers be taught as a separate subject. Members also approved a motion which objected to a proposal that 50 hours of community service be made mandatory for high school graduation.

Committee members also heard a report on the goals of the L.A.P. for the upcoming year. This report was to become part of an ongoing concerted effort by the organization, and in particular by soon-to-be-President Scott, to set priorities for long, intermediate, and short range planning on a number of issues and to set in motion the means by which these goals could be achieved. Among these issues are means by which the organization can affect legislation, and formation of a committee to work out differences between the divisions within the L.A.P.

At the general membership meeting the next day, members approved changes in the dues structure and approved the recommendations of the nominating committee. These nominations were Charles Scott, president, Henry Soileau, president-elect, Bob Adamson, first vice-president, and Jerry Boudreaux, secretary.

Jerry Boudreaux presented the legislative report. Boudreaux discussed the cut to the Minimum Foundation Program and the move for educational reform. President Broussard introduced Carleton Page who addressed the assembly regarding the retirement system. He encouraged principals to contact their legislators and express their willingness to work with the legislature to solve the problem of the retirement system.

The members of the Executive Committee which met on June 15, 1987, reversed their earlier decision regarding

elementary principal representation on the Executive Committee. The committee decided to let the general membership discuss having the president of the elementary section serve on the Executive Committee. The Executive Committee also voted to return the Outstanding Elementary Principal Program to the elementary section.

President Broussard discussed three items that he would like placed on the agenda of the fall meeting: increase the registration fees at the Hessmer Conference; provide professional liability insurance for members; and move the summer conference from Lafayette to Baton Rouge and hold a legislative conference at Lafayette in its place. In a move to recruit more assistant principals, an N.A.S.S.P. proposal was approved to provide a one-half year's free membership in the L.A.P. and N.A.S.S.P. to assistant principals.

The financial report showed a balance of \$20,120.84. The Executive Committee approved the budget for the upcoming year and members approved a motion opposing a duty-free lunch bill.

Executive Committee members meeting on November 16, 1987 approved a motion that made the president of L.A.E.S.P. a member of the Executive Committee of the L.A.P. A second motion was approved making the field representative of the

N.A.S.S.P. an ex-officio member of the Executive Committee. Committee members considered appointing member of the State Department of Education as an ex-officio member of the Executive Committee but agreed to discuss this matter at a later date.

Jerry Boudreaux presented the legislative report and committee members approved Goode's request to continue providing funding to receive the Legislative Digest. A motion was made and approved for the Political and Policy Development Task Force to continue work on recommendations for future meetings and to have this committee present a report at the Hessmer Conference.

President Scott has recently indicated that continued involvement with C.U.E. and work towards implementation of the goals for the L.A.P. will be the priorities during his administration. As part of the L.A.P. plan, and in keeping with the spirit of C.U.E., Scott is now working towards L.A.P. affiliation with L.A.S.E. Scott views this move as a positive step, further unifying and strengthening the voice of principals in Louisiana. Scott also acknowledged the lingering problems presented by the L.A.E.S.P., but felt that over time, the L.A.P.'s long range plans for resolving intraorganizational differences would provide a solution.

Summary

It is difficult to pinpoint the exact date that principals in Louisiana first began meeting as an organized group. According to Webb (1978), teachers first organized in 1855 and the L.T.A. was formed in 1892. White principals in the state met at the L.T.A. annual meetings. These meetings usually consisted of a program planned and presented by the teachers' organization. The principals elected a figurehead leader who had no assigned duties or responsibilities. It was not until the election of R. J. Stoker in 1944 as leader of this group, that formalizing aspects of the organization began.

Although substantial documentation on the principals' organization does not exist before 1950, Stoker was able to provide a great deal of information (Stoker, 1987). According to Stoker, the primary aim of organizing was to provide input into decisions on education policy. Chief among these concerns was an improved salary schedule. Stoker complained of the salaries of not only principals, but teachers, in the mid-1940's. The salary issue may have provided the necessary impetus to start the principals on the road towards an organization independent of the teachers' group.

The first constitution (1950) listed the objectives of the organization as 1) to secure the advancement of public education through the improvement of supervision and

administration; 2) to make public the needs, problems, and responsibilities of the school principal; 3) to promote unity and cooperation among its members; 4) to provide opportunities for the exchange of helpful ideas among members; 5) to provide an organized effort to promote and maintain principals' professional standing; 6) to provide an organized opportunity for the discussion of common problems (3). This constitution placed much of the organizational power in the hands of the president (chairman). Later, through both revisions to the constitution and unofficial means, the office of secretary-treasurer and the salaried executive secretary would siphon off many of these responsibilities. Events surrounding this power shift are not clear, but the trend continues to this day.

Because membership in the principals' organization was at first limited to members of the white teachers' organization, all members were white. Even with this stipulation, in 1952 the general membership voted to amend the constitution to restrict membership to white principals only. The L.P.A. realized quickly that although efforts to organize had been successful in promoting professionalism, the only way the organization could effect legislation favorable to education was to join forces with the United Schools Committee. This organization was composed of a variety of education groups, with the largest being the white teachers' organization. Uniting with the U.S.C. gave

the L.P.A. a stronger voice in decisions affecting education.

The L.P.A. also realized the importance of establishing a positive relationship with the State Superintendent and the State Department of Education. With the formation of these relationships with the U.S.C., the Superintendent, and the State Department, the L.P.A. quickly gained status and achieved success in its endeavors. In the early 1950's, these relationships helped the organization to successfully implement a new salary schedule, provide professional improvement services to members, and clarify the position of the State Department on issues affecting schools.

Two major events occurred in 1950. First, the organization initiated a three day conference aimed at improving the knowledge and skills of principals. This conference was to become one of the most unifying benefits provided by the association. In the initial years of the conference, the State Department of Education was instrumental in providing speakers for these conferences. In interviews conducted with past and present leaders of the organization, all indicated that this conference was one of the most important benefits provided by the organization.

The second major event of 1950 came in a motion made by Loretta Doerr, an Executive Committee member, to form an Elementary Principals' Association in order to invite a regional conference of elementary principals to Louisiana. This event was important because it marked the first time

elementary principals verbalized their desire for a separate organization within the L.P.A. This request was only the beginning of a string of demands the elementary principals made of the L.P.A. Starting with this request and even continuing to this day, this group would exert pressure on the L.P.A. in a number of ways. This group has demanded more representation on the Executive Committee, requested changes in the way officers were elected, requested that the L.A.P. newsletter be used to provide information to elementary principals, and initiated changes in the structure of the annual conference. This group has been quite successful in getting the L.P.A. to acquiesce to their demands. Two leaders emerged in the early years of the organization to lead the elementary principals in their demands: Loretta Doerr and Mary Dolphin. Unfortunately, Doerr is deceased, and Dolphin declined to be interviewed. However, Julianna Boudreaux, former president of the Elementary Principals' Unit (E.P.U.) and an associate of Doerr and Dolphin, was able to provide information on the efforts of the elementary principals.

Doerr's initial attempt to establish a separate elementary group was thwarted when the Executive Committee established a committee (with Doerr as the chair) to invite the national elementary principals' conference.

The L.P.A. committee, chaired by Doerr, was successful in its efforts to invite the conference to the state. In the minutes of the meeting, Doerr noted that this was the

first conference of this type to be held in the state. The Executive Committee, again acting on a recommendation from Doerr, first appropriated \$100.00 to help defray the expense of the conference, and later voted to pay the outstanding balance of \$150.00 left from the conference. This action may have been an attempt to placate the elementary principals. This effort was successful, but only for a short time.

The 1950's also saw the first attempts by the organization to publish a newsletter. Indications are that beginning with the first publication in 1952, and continuing up until the present time, the newsletter was sent to all principals in the state, not just to the members of the organization. In an interview, the present executive secretary (Terrell Goode, 1987) said that mailing the newsletter to all principals is one of the ways the organization attracts new members.

In 1952 members voted to amend the constitution to exclude blacks from the organization. This action seemed redundant, since membership in the L.T.A. was a precondition for membership in the L.P.A., and the L.T.A. prohibited black membership. This action came at the same time the elementary principals began to organize as a quasi-sanctioned organization within the L.P.A.

It is not clear who raised the issue, but equalization of pay between elementary and secondary principals first became an issue in 1953. At first the Executive Committee

saw no need to pursue this matter, since most members felt confident that equalization would never come to pass, but they later appointed a committee to study the problem. The question of equalization of pay would soon become the most devicive issue faced by the organization. A leader at the time, who wishes to remain anonymous, says that the elementary principals "really wanted this settled in their favor and were willing to leave the association if it (the debate over equal pay) didn't come out in their favor."

The same year the issue of pay equalization was raised, Mary Dolphin took over the chairpersonship of District 10 from Loretta Doerr. Doerr had become President of the L.T.A. Dolphin acted quickly to establish herself as the leader of the elementary principals. She requested and received approval for \$50.00 to be appropriated annually for the Department of Elementary School Principals' Conference. This request was later amended to pay \$50 towards the expenses of an L.P.A. member to attend the N.A.S.S.P. convention and another member to attend the Regional Conference of Elementary School Principals. Dolphin quickly rose to power and in 1953 was elected vice-president of the organization. It would be 1973 before a woman would again hold any elected state-wide office in the L.P.A.

Loretta Doerr, still a member of the L.P.A., made a motion that was accepted in 1954 to appoint an elementary principal to the planning committee of the annual conference. She recalls,

These conferences were supposed to be geared toward all members of the organization but the first time I went, I went with a group of elementary principals and very little of the conference was useful to me in an elementary school. The organization was dominated by male high school principals.

Dolphin's action was a means of rectifying this situation. This same year, the equalization of pay issue was raised again, with the debate becoming even more heated. Both Dolphin and Doerr took steps to see that the L.P.A. would not endorse a salary schedule that included a pay differential. They were at first successful.

Elementary principals were also successful in receiving L.A.P. approval of the constitution of the Elementary Principals Unit in 1954. Although the constitution of the L.P.A. made no provisions for such organizations, members of the Executive Committee meeting on January 28, 1955 approved formation of this organization. This was an extremely important event, legitimizing the formation of an elementary principals' group within the L.P.A.

During the remainder of the 1950's, the organization continued efforts to get the legislature to adopt a new salary schedule. The organization also spent a great deal of time planning for the annual conference. The L.P.A. continued its cooperation with the U.S.C., endorsing the legislative proposals of the organization, and in 1952, the U.S.C. was successful in achieving passage of its entire program. Members were constantly reminded to acquaint themselves with the legislative program of the U.S.C. and to

lobby for passage of the program. The Executive Committee continually provided funds for the president and other elected officials of the organization to cover all expenses incurred in their efforts to ensure a favorable vote at the legislature on the U.S.C. proposals. The L.P.A. also met with the Superintendents' Association to formulate policy on a number of issues.

In 1955 the salary equalization issue came to a head. Upon recommendation from Doerr and Dolphin, the Executive Committee approved the formation of a committee to compile recommendations for a new salary schedule. However, this committee had compiled the results and presented a new salary schedule. This was not enough for Doerr and Dolphin. Because the new schedule included different salaries for elementary and high school principals, Doerr and Dolphin made a motion to send this new schedule to the general membership for approval. This motion was defeated. Doerr and Dolphin were outraged at the thought of the L.P.A.'s endorsing a scale that included the differential. Doerr and Dolphin continued to raise objections to the salary schedule at every available opportunity, making sure that the salary schedule was a topic of discussion at all Executive Committee and general membership meetings. Finally, on November 22, 1955, at a general membership meeting, Loretta Doerr said that unless a unified schedule could be agreed upon, unity in the L.P.A. would be jeopardized. When asked what actions Doerr and Dolphin may have had in mind, an

L.P.A. member at the time said that withdrawal of elementary principals from the L.P.A. was not out of the question. Despite the threatened withdrawal of the elementary principals, the membership approved the salary schedule. After the membership voted to send the salary schedule to the U.S.C. with L.P.A. approval, a motion was made and accepted to eventually eliminate the difference in pay between elementary and high school principals. This motion seemed superficial and only a gesture of goodwill towards elementary principals, since the salary schedule that had just been approved by the membership contained a differential.

The formation of the Elementary Principals Unit within the L.P.A. coincided quite closely with disagreements about the salary schedule. The upheaval caused by disagreements over the salary schedule may have been enough to unify the elementary principals and propel them towards quasi-independence from the L.P.A. The events surrounding the development of the Elementary Principals' Unit parallel closely the events which led to the formation of the L.P.A. itself. Like the elementary principals within the L.P.A., the principals had been an often ignored stepchild of the teachers' organization, with the parent organization dictating whatever it thought was best for the principals. Finally, the issue of salaries had ignited emotions within the principals' group, leading to the formation of the L.P.A.

These internal issues occurred at a time when the organization took steps to insulate itself from the pressures of desegregation. The Supreme Court had recently ruled on Brown vs. Board of Education, when the L.P.A. amended its constitution to prohibit black membership.

The controversy between the elementary principals and the hierarchy of the L.P.A. did not stop with the adoption of the salary schedule. Although Mary Dolphin was vice-president of the L.P.A. in 1955, she was not elected to the presidency in 1956. No explanation could be found for the selection of Bert St. Dizier as president.

A 1956 appropriation of \$100.00 for secretarial help prompted the president to appoint a committee to study the duties of the secretary-treasurer. It was not until 1974 that a full time salaried executive secretary would be employed by the organization. In what seems to be a coincidence, President St. Dizier (1956) would, in 1975, assume the position of the executive secretary, with his tenure lasting approximately 7 years.

Everything seemed to go smoothly for the organization for most of 1956. The L.P.A. continued work on the salary schedule and preparations for the annual conference. However, in November of that year, a motion was made that all committees with more than six members be comprised of an elementary principal and principals representing all high school classifications (based on athletic classifications). A substitute motion, offered by Loretta Doerr, mandated an

elementary principal be appointed to all committees. A third motion proposed to table the discussion. This motion passed, frustrating the attempt by the elementary principals to break what Dr. Boudreaux referred to as a "stronghold" high school principals had on the organization. However, the newly-formed Elementary Principals' Unit began actions independent of the L.P.A. by inviting the D.E.S.P. to meet in Baton Rouge in 1957.

The elementary principals made another attempt in 1957 to alter the structure of the decision making body of the L.P.A. This action may have come in response to the defeat of the proposal to include elementary principals in every committee appointment. Loretta Doerr presented a motion to authorize the L.P.A. president and the E.P.U. president to appoint a committee to study the reorganization of representation on the Executive Committee. This action seemed to equate the office of president of the L.P.A. with the office of president of the E.P.U. This motion failed, with President St. Dizier casting the deciding vote. St. Dizier justified his vote by stating that the L.P.A. was one organization, not two. As with the case of the salary dispute, a motion was offered and accepted authorizing the president of the L.P.A. to appoint a committee to study representation on the Executive Committee. Documents of a later meeting show that the recommendations of this committee were for the Executive Committee to remain as it was.

Ben LaBorde was elected secretary-treasurer in 1958. Documents from LaBorde's term in office provide very little information concerning the issues deemed important by the organization. Few of the minutes of Executive Committee and general membership meetings were typewritten, and the only documentation remaining consistent was the financial report. When this document was available, it followed the same format as the reports of LaBorde's predecessors.

At the general membership meeting of 1958, the Elementary Principals' Unit presented a statement in the form of a resolution acknowledging the need for a unified organization and requesting that the leadership of the L.P.A. provide opportunities for the professional development of all principals. The membership voted to accept the motion. This step seemed to ease the confrontational stance taken by the elementary principals.

The late 1950's marked the beginning of actions taken by the organization to gain independence from the State Department and L.S.U. In the past, the L.P.A. had accepted speakers for the annual conference from the State Department of Education and L.S.U. In 1959, an appropriation of \$300 was made for payment of a speaker. With this action, the L.P.A. restricted attendance at the conference to L.P.A. members and invited guests.

In 1960 the annual conference was moved to Hessmer, where it remains to this day. This facility provides a

central location, easily accessible to all principals at a reasonable rate.

The organization continued efforts to secure new salary schedules through the legislative program of the U.S.C. Executive Committee members were constantly reminded at meetings and through correspondence of the importance of recruiting new members.

In 1961 the L.P.A. became concerned by a proposed study by the Public Affairs Research Council (P.A.R.). The P.A.R. proposal was designed to study chemistry instruction in Louisiana Public Schools and to identify successful teaching methods based on input from college professors. The P.A.R. stated that the organization would like to have the support of the State Department of Education and the B.E.S.E. but intended to proceed with the study with or without the blessings of these two groups. Other than the everpresent threat of desegregation, the proposed P.A.R. study was the first external pressure noted in my survey. The Executive Committee instructed local chairpersons to disseminate information about the plan to members of their districts. In response to the proposed study, the L.P.A. appointed a committee composed very much like the P.A.R. committee and charged with a mission much like the one in the P.A.R. proposal. P.A.R. would later present the organization with an even greater challenge- the removal of principals from the protection of tenure laws.

The early 1960's saw the integration of the public school system of Orleans Parish. The remainder of the state did not integrate until the late 1960's or early 1970's. This created some feelings of uneasiness for L.P.A. members from New Orleans. The State Department of Education followed through with its threat to cut off all communication and financial aid to any system that intergrated. The State Superintendent at the time was a staunch segregationist and a friend of the L.P.A. The L.P.A. did nothing to mediate the situation between the Orleans Parish system and the State Department. Principals from New Orleans were questioned by L.P.A. leaders about their (Orleans Parish) superintendent's refusal to follow State Department directives.

The early 1960's also saw a return of demands from the Elementary Principals' Unit. This group requested and received a rebate from the L.P.A. for every E.P.U. member belonging to the L.P.A. Documents from the 1965 Hessmer Conference show that much of the conference was divided into separate sections for elementary, junior, and senior high school principals. J. L. Bickham, president of the L.P.A. could not recall the exact year the conference began sectional meetings, but noted that the arrangement allowed for a common topic to be tailored to the needs of each interest group. Bickham also noted that he was the first president of the Junior High Division and said this division did not have the formalities associated with the elementary

group. Documents from the 1965 conference show a more professional look. Included in the documents were transcripts of the address by the keynote speaker and of the proceedings from the sectional meetings. The question of the election of president (elementary, junior high, senior high) was raised in 1965. Although the documentation provides very little information, Joe Rivet, Secretary-Treasurer from 1968-1976, recalled that there was an unwritten policy assuring election of an elementary principal, followed by a junior high principal, followed by a senior high principal. Terrell Goode, present executive secretary, confirmed this unwritten policy.

The question of tenure protection for principals was raised in 1965, but documentation provides no details. The president was authorized to appoint a committee to study the issue. Lack of documentation prevents knowledge of the results of this committee, but the tenure issue would return to haunt the organization in the 1980's.

Joe Rivet was elected secretary-treasurer in 1968. The election of Rivet signalled a return to a more substantial documentation of the organization's activities. Rivet implemented many changes during his tenure, one of which was a more organized and professional effort to effect legislation. Rivet continues to this day in these efforts on behalf of the organization.

In 1969 Rivet was invited to a seminar on school desegregation sponsored by the Public Affairs Research

Council. According to Rivet, principals saw integration as inevitable (Rivet, 1988). It seemed peculiar that an issue of this magnitude, affecting all principals in the state (except Orleans Parish) generated very little discussion from the organization. No conferences, workshops, or inservices were sponsored by the L.P.A. to help principals cope with this massive change.

The L.P.A. began sponsorship of a summer conference in 1969 that is still held in Lafayette. Documents from 1969 continue to show a more professional appearance and content.

The 1970 retirement of Mary Dolphin went unnoticed by the organization. Two explanations are possible for this lack of recognition. First, data and interviews indicate that leaders of the organization have very little awareness of events preceding their assumption of power; therefore, leaders in 1970 would not be aware of the influence of Doerr some 15 years earlier. A second explanation may be that what few members of the organization that could recall Doerr's tenure may not have viewed her contributions as beneficial to the organization.

With the beginning of the 1970's came a shift in the themes of conferences sponsored by the organization. Topics involving legal aspects of the principalship became more commonplace. In a related incident in 1971, the Executive Committee received a request from a Rapides Parish principal for financial assistance for legal help in a dismissal hearing under the tenure laws. After reviewing

the merits of the case, the Executive Committee voted to provide assistance. This case seemed very similar to a request in 1953 from an Acadia Parish principal, who was being dismissed under the tenure laws. In this case, the Executive Committee voted not to provide assistance, stating that the L.P.A. constitution made no provisions for financial aid. Examination of the constitution from 1969 shows no new provisions for handling such cases.

The mid-1970's marked the first time a woman was elected to a state-wide office since the election of Mary Dolphin as vice-president in 1955. Unlike Dolphin, Katie Nell Morgan would be elected to the presidency. During her tenure as resident, Morgan was forced for the first time to cancel the Hessmer conference, thus denying what some members considered the prime benefit offered by the organization.

State Department revisions to bulletin 741 triggered a series of letters from the L.P.A. to State Superintendent Michot's office. The L.P.A. had not been contacted about the revisions, and the organization volunteered to serve in any capacity as directed by the State Department. The State Department replied that in the future, the L.P.A. would be contacted about appointments to various State Department committees. During Morgan's tenure as president, J. O. Claudell was appointed as the first salaried executive secretary of the organization. Due to the demands of the position, Claudell resigned after a few months. Bert St.

Dizier, president of the L.P.A. in the 1950's, was appointed to replace Claudell.

Negotiations for the merger of the L.P.A. with the black principals' organization (L.A.S.S.P.) began in the mid 1970's. According to Joe Rivet and Terrell Goode, (1988) the N.A.S.S.P. had been requesting the merger for a number of years prior to the start of negotiations. Goode stated that at the time of negotiations, only Louisiana and Mississippi maintained separate organizations.

At the same time as the merger talks with the L.A.S.S.P. were proceeding, the L.P.A. was negotiating a merger with the Louisiana Association of Elementary School Principals (L.A.E.S.P.). According to Cherry Boudreaux, this was the group of elementary principals within the L.P.A., and the merger was an attempt by the elementary principals to gain a stronger voice in the L.P.A. Boudreaux said that the elementary principals gained few benefits at first, but recently, the group has become more active in its efforts. Boudreaux was not aware that the elementary principals had organized prior to this effort. The L.A.E.S.P. seemed to be a reemergence of the E.P.U. Neither Cherry Boudreaux, present secretary Jerry Boudreaux, nor the current president Charles Scott were aware of L.P.A. legitimization of the elementary principals within the L.P.A.

Through negotiations, the L.A.E.S.P. was to become a department of the L.P.A. and maintain its identity. At the

time, the L.A.E.S.P. was the only organization in the state recognized by the N.A.E.S.P. The Executive Committee of the L.P.A. voted to accept the merger with the elementary principals' group.

Soon after the merger with the elementary principals group the Executive Committees of the L.P.A. and the L.A.S.S.P. accepted their merger plan. This plan mandated minority representation in the rotation of the presidency and in the appointment of at large Executive Committee members. This minority representation agreement was to last for six years. The present executive secretary noted that even though the agreement has expired, the organization follows an unwritten policy of minority representation on the Executive Committee, ensuring the appearance of representing all principals in Louisiana.

The merger between the L.P.A. and the L.A.S.S.P. meant revisions to the constitution. One of these revisions deleted the requirement that L.P.A. (now L.A.P.) members also belong to the teachers' organization. This action marked the beginning of formal movement by the principals away from the formerly close association with the teachers' organization. According to former Secretary-Treasurer Rivet, the teachers' organization, under pressure from the N.E.A., also initiated measures to separate the principals from the state organization.

The newly-merged organization acted quickly to establish ties with newly-elected Superintendent Nix. Nix

was the keynote speaker at the 1976 Hessmer conference and at first seemed a positive influence in public education. Legislative goals of the organization centered around placing the principals' pay schedule in the Minimum Foundation Formula. The L.A.P. also passed a resolution not to hold its meeting in conjunction with the annual teachers' convention in November. This action may have come about because the teachers' organizations had not merged, and the L.T.A. was still a segregated organization. In 1978 the L.A.E. requested a statement from the L.A.P. regarding its relationship to the newly merged teachers' organization. The L.A.P. presented a resolution requesting the L.A.E. to recognize the L.A.P. as the official organization representing principals in Louisiana. The L.A.P. also stated willingness to cooperate with the L.A.E.

Certification requirements for principals became a topic of discussion and action starting in 1978. The B.E.S.E. was considering a substantial increase in the requirements. At the same time as changes in certification requirements were being considered, the P.A.R. was pushing for changes in the tenure laws, requesting the removal of all principals from the protection of tenure. Formation of the Louisiana Association of School Executives was another external threat to the organization begun in 1978. At first, the L.A.P. paid little attention to the L.A.S.E. Very soon, though, the L.A.S.E. would present the first real competition for members to the L.A.P.

What the L.A.P. had hoped would be a positive, friendly relationship with Superintendent Nix soured in 1979. About this time, Nix began making negative statements concerning public education. Nix was also at the forefront of support for the use of the N.T.E. as the only means of certifying teachers. The L.A.P. verbalized its opposition to the N.T.E. and took steps to counteract Nix's criticisms, including sending the Superintendent a list of suggested improvements to public education. The late 1970's and early 1980's saw a dramatic increase in the number of workshops and conferences sponsored by the L.A.P. This increase coincided with the implementation of the Professional Improvement Program (P.I.P.), mandating conference and workshop attendance in order to receive salary increases. However, the L.A.P. did not sponsor nearly the number of workshops as did the L.A.S.E. The L.A.S.E. sponsored numerous workshops, providing additional income for the organization, thus allowing the organization to get a leg up on the L.A.P. in its ability to provide benefits to its members.

In 1979 representatives of L.A.S.E. spoke to the Executive Committee of the L.A.P. concerning L.A.P. association with the L.A.S.E. The documents indicate that response of committee members was less than favorable. Committee members considered L.A.S.E. an affront to their "exclusive" representation of principals in the state. Instead of trying to reconcile differences and consider the

possibility of affiliating with L.A.S.E., committee members chose a more confrontational stance that continues to this day. The L.A.P. noted a slight decrease in membership in its organization. Whether this decrease can be attributed to the rise of the L.A.S.E. is unclear. The Executive Committee and general membership later approved resolutions calling for cooperation, not affiliation, with L.A.S.E.

The L.A.P. achieved a short-lived success when Executive Secretary St. Dizier reported that the L.A.P. had been successful in its attempt to stop the proposed raise in certification requirements. In 1979, in addition to the proposal by P.A.R. still being considered at this time to remove principals from tenure protection, the legislature was considering implementation of the Professional Practices Act. This act, in effect, would have the same effect as the P.A.R. proposal, removing principals from tenure protection.

At this time, the efforts of the L.A.P. were being split between the P.A.R. proposal to remove principals from tenure protection, the Professional Practices Act, the proposed increase in certification requirements, and a continued effort to place the salary schedule in the Minimum Foundation Formula.

In 1980 Executive Committee members were surprised to learn that the proposal to increase certification requirements had been brought back for reconsideration. Documents indicate that the L.A.P. was unable to defeat the proposal, and certification requirements increased

substantially. This was one of two major defeats suffered by the organization in the early 1980's.

The L.A.P. efforts to recruit new members were successful despite the competition from L.A.S.E. In 1980 membership surpassed the 800 mark, and Jerry Boudreaux was elected president of the organization. Prior to his election, Boudreaux had served as vice-president and chairperson of a number of committees. Boudreaux's efforts were geared toward effecting legislation favorable to the L.A.P.

Executive Secretary St. Dizier submitted his resignation in 1981. In his statement before the Executive Committee at the time of his resignation, St. Dizier warned the organization about fragmentation and stagnation. He urged the organization to formulate long-range goals. With the resignation of St. Dizier came the appointment of Terrell Goode, the present executive secretary. At the time of Goode's appointment, the L.A.P. entered into an agreement with L.S.U. to provide office space and the services of a part-time secretary. This marked the first time the organization established a permanent location.

Goode and Boudreaux quickly initiated a number of reforms and measures aimed at strengthening the position of the L.A.P. in terms of recruitment of new members. A number of incentives were offered to principals who joined the organization, and the Executive Committee approved Goode's recommendation to appoint an assistant principal as an

at-large member to the committee. The Executive Committee also approved Goode's recommendation to distribute a pamphlet on the benefits of joining the L.A.P. However, membership figures do not show a significant increase during Boudreaux's term.

In 1981, the issue of association with L.A.S.E. was finally laid to rest when the Executive Committee, and later the general membership, adopted a resolution calling for cooperation, not association, with L.A.S.E.

In a 1983 speech to the association, Superintendent-Elect Clausen said he would support maintenance of tenure protection for principals. Clausen acted quickly, appointing members of the L.A.P. to various committees, but was unable to stop the continued push by the P.A.R. In 1985, with their backs against the wall, the L.A.P. came out in favor of a program of professional improvement for principals. The L.A.P. sent a letter to the governor supporting professional improvement. These efforts were too little and too late. The legislature approved a measure denying tenure to newly-appointed principals. This marked the second major defeat suffered by the organization in the 1980's. As with the increase in certification requirements, the L.A.P. waited until the last minute, when the outcome seemed inevitable, before they reacted to the situation.

On a motion by Jerry Boudreaux in 1986, a committee was appointed to set long-range plans and goals for the

organization. This coincided with L.A.P. recognition of the Committee United for Education (C.U.E.). This organization was a coalition of organizations desiring a stronger, united voice in education policy-making in Louisiana. The make-up and direction of C.U.E. are similar to the United Schools Committee of the 1950's and 1960's.

Again in 1986, the elementary principals raised the issue of representation on the Executive Committee. Committee members first refused the president of the elementary principals' request to be appointed to the committee. Later, the committee approved the appointment of, not only the president of the elementary principals' group to the Executive Committee, but the appointment of the Field Representative of the N.A.S.S.P., as well.

In an interview conducted with President Scott, the desired impact of the committee's long, intermediate, and short range plans was outlined. Scott believes that the work of this committee, in conjunction with the efforts of C.U.E., will result in a transformation of public education in Louisiana. Scott noted that C.U.E. had adopted some of the positions taken by the L.A.P. in regards to policy formation and funding of education. Scott's plan to strengthen the efforts of C.U.E. includes L.A.P. association with L.A.S.E. Scott acknowledged that there are obstacles within the L.A.P. that must be overcome before this goal is realized, but he is optimistic that the new governor will model his education policy on the work of C.U.E. In

addressing problems internal to the L.A.P., Scott views the elementary division in the organization as hindering a united effort. The same external goals that determine the direction of the L.A.P. can also provide a means by which internal unity can be strengthened.

Chapter 5

This chapter contains three sections: analysis, recommendations, and predictions. The first section will analyze the data based on Miles and Huberman's (1984) network analysis, rank the events within each of the variables identified in Chapter Four, and discuss the hypotheses stated in Chapter 1. The second section will set forth recommendations of the study. The last section will make predictions concerning the future of the L.A.P.

ANALYSIS

Miles and Huberman (1984) define the study of networks as examinations of important dependent and independent variables within a study and as examinations of the relationship between these variables. In this study, these variables are designated as:

1. the benefits the organization provided to its members
2. the leaders of the organization
3. membership figures and fiscal status
4. policies of the organization
5. internal and external pressures on the organization and changes brought about by these pressures
6. the structure of the organization.

This section will rank these variables regardless of chronology, based on impact within the organization.

Benefits

Blau and Scott (1962), Caplow (1964), Barnard (1938), Bass (1952), Connolly (1980), Cameron (in Baugher, 1981), and Yutchman and Seashore (1967) recognize the importance of providing benefits to members of an organization in order for the organization to be effective and to achieve group goals.

The L.A.P. tried to offer two important benefits to its members. One was the annual conference and other professional improvement opportunities, and the other was attempts by the organization to influence decisions and legislation affecting the role of the principal.

Beginning in 1951, the organization provided an annual professional improvement program lasting two to three days. In the interviews conducted with past and present leaders, most members mentioned this event as one of the most important benefits offered by the organization. The topics of these conferences reflected the changing role of the principal, beginning with conferences focusing on the principal as instructional leader and on the problems of the teaching principal. Later conferences focused on innovative techniques and materials, new reading strategies, and communication between home and the school. More recent topics at the conferences shifted from purely instructional themes to legal aspects of the principal's role. In the early years of the conference, sessions were open to the public, but in 1954 the association voted to close the session to all but members and invited guests. The reasons for this action are not clear.

By providing the annual conferences, the organization offered a highly visible benefit that attracted new members and enhanced communication within the organization. At first the elementary principals did not feel that the conference was beneficial. The leaders of the L.P.A. made

some structural changes in the conference which allowed the elementary principals to feel that the conference was beneficial. However, this restructuring was one of few actions taken by the organization to benefit the elementary principals.

The data show that too much time and energy was spent on this one benefit (conferences) while other concerns were neglected. The leadership of the organization failed to recognize the importance of maintaining and improving benefits provided by other sources on which the organization could act. The leadership of the organization was unable to capitalize on opportunities that would have enhanced the position of the organization in terms of its membership and within the educational community. This inability resulted from persons being appointed or elected to positions of power who lacked the skills, knowledge, and ability to link diverse elements of the organization together while at the same time formulating policy on a wide range of issues.

Yutchman and Seashore (1967) have noted the importance of recognizing, securing, and distributing benefits to members of an organization. The L.A.P. failed to recognize the importance of this concept. L.A.P. leadership was presented with problems and opportunities that ranged from seemingly inconsequential record-keeping matters to opportunities to lobby the legislature on issues important to all principals to forming policy on matters of great concern.

One important benefit the organization was unable to provide was of lobbying for issues important to its members. Even though the lobbying efforts may have been unsuccessful, members would have known that an effort was made on their behalf. Had the organization lobbied and met with success, the leadership could have taken credit for successful intervention. However, the leaders of the L.A.P. failed to view lobbying as a benefit to the membership.

Blau and Scott (1962) and Barber (1950) state that at the time of the formation of an organization, members are enthusiastic and willing to work toward the goals of the organization. This enthusiasm and internal cohesion enable the organization to achieve its goals. The data demonstrated that this cohesion coupled with membership in the U.S.C., meant success in the L.P.A.'s early attempts to increase salaries. At the time of these early successes, leaders were in touch with the general membership through mailings and through increased member attendance at conferences.

Apathy among members and failure of the democratic process are the two most prevalent problems faced by mutual-benefit associations (Blau and Scott, 1967). Barber states that apathy results from the way organizations operate. Organizations concentrate power in the hands of a few leaders, thus denying the general membership a voice in the decisions of an organization. Barber also states that members of professional organizations become apathetic

because membership and participation in professional organizations is not considered a priority in the lives of most professionals. Most of the members are content to leave the decision-making power in the hands of a few dedicated members. The data show that apathy among members has been a problem throughout much of the history of the L.A.P. On a few occasions the membership elected a strong, dynamic leader interested in involving the general membership in matters important to the organization. On these occasions, the organization was able to achieve external goals. But the L.A.P. usually chose leaders for their connections within the organization rather than for their abilities as leaders unfortunately fulfilling Blau and Scott's (1967) warnings concerning apathy among members.

While apathy has spread through the membership, the democratic process has broken down. The L.A.P. has had only six secretary-treasurers (executive secretaries). The data show an unofficial shift in power from the elected offices, which are limited in the number of terms that one may serve, to a position that has had an average tenure of over seven years. What reason would the person occupying this position have for responding to the needs of the general membership? The organization continues to stifle what Blau and Scott (1967) view as critical - "...providing for participation and control by the membership " (p. 43).

In recent years, the L.A.P. has suffered a number of major defeats on issues directly affecting principals.

Certification requirements were raised, recent cuts to the Minimum Foundation Program have been made, and in the most crushing defeat suffered by the organization, newly-appointed principals lost tenure protection.

The issue of tenure protection was first raised by the principals' association in 1961 when the Executive Committee members merely discussed the issue and took no action. In 1965 the issue was again raised, and again no action was taken. In 1978 and 1979, members were informed of a proposal initiated by the P.A.R. that would remove tenure protection from all principals. This same group (P.A.R.) had earlier initiated a study of chemistry instruction in the public schools. The L.A.P.'s response to the tenure issue mirrors its response to the chemistry instruction study, but unfortunately for the L.A.P., the outcomes were different. In the earlier case, Executive Committee members were outraged that the P.A.R. had not requested input from the principals, from the State Superintendent, or the State Department of Education concerning their study. In response, the principals established a committee much like the one proposed by the P.A.R. and initiated a study of chemistry instruction much like the one proposed by the P.A.R.

The tenure issue differed from the earlier P.A.R. threat in that this time, the L.A.P. was unable to represent its constituents successfully. A number of factors contributed to the L.A.P.'s inability to provide even the

appearance of lobbying for principals on this matter. Strong and effective leadership could have provided the motivation to make the tenure issue the focus of all organizational activities. A strong leader could have mobilized with the elementary principals, enlisting their support and redirecting their enthusiasm toward this issue. A strong and effective leader would have possessed a knowledge of the actions of the organization throughout its history (see Barber, 1950) and used this knowledge to formulate policy on a number of issues. What reason would newly-appointed principals have for joining the L.A.P. now that the organization had been unable even to appear to try to stop increases in certification requirements, cuts to the minimum foundation program, and changes to the tenure laws? The tenure case is indicative of the means by which the organization has been run.

Leadership

Hoy and Miskel's (1978) and Barber's (1950) definitions of leadership and leader effectiveness are important to this study. Barber states that "Responsibility for the coordination of internal effort and for decision about external situations are among the necessary executive functions in any organizational group" (p.490). Hoy and Miskel (1978) state that "The concept of leadership constitutes a set of functions, or behaviors, carried out by individuals, or leaders, to assure that tasks, group climate, and individual satisfaction relate to the organization's objectives" (p.181). For the most part the leaders of the L.A.P. did not possess inherent leadership qualities. The leaders of the L.A.P. could not provide the guidance necessary to assure the achievement of the organization's goals. The leaders lacked a strong, effective, and definitive style of leadership. Only on rare occasions did the leaders of the L.A.P. act in a way that either proved beneficial to the organization or appeared to serve the interests of the membership.

The leadership of the L.A.P. failed to coordinate internal effort for any purpose other than to plan for the Hessmer Conference. The leadership neglected its duties to formulate policy in response to internal and external pressures, which cost the organization in terms of members, improved fiscal status, and its ability to provide benefits

to its members. How then did these people become leaders of the organization? Did they work their way up through the ranks of the general membership, acquainting themselves with the needs of the members? Did these leaders actively seek the positions in which they served? An interview with a past leader, who wishes to remain anonymous, helps to clarify this issue. By the time this leader became a member of the organization (mid 1970's), the general membership provided very little input in the decisions of the organization, including the selection of elected and appointed leaders. This leader noted the presence of a strong 'good old boy' network in which positions of power were passed down from friend to friend, denying the majority of members a voice in the affairs of the organization. Attempts were made by this leader to remedy this situation. There were some initial successes but the membership lapsed back into a prolonged state of apathy.

How has the L.A.P. survived so long given the fact that the leaders ignored opportunities for the organization to move forward? The data show that at times of critical importance (external and internal pressures), a leader emerged who possessed the knowledge and skills necessary to hold the organization together during the crisis. This type of emergent leadership based on crisis situations has provided the minimal amount of leadership necessary for the organization to survive and even to gain a few new members.

In the mid 1940's, R.J. Stoker possessed the skills and charisma necessary for principals to see the importance of breaking away from the teachers' organization. After the initial break, while under Stoker's leadership, the organization was able to act as a cohesive organization moving toward achievement of its goals. In the mid 1970's, Jerry Boudreaux emerged as a leader with the skills and knowledge necessary to retain some organizational unity. Boudreaux's leadership came at a critical time for the L.A.P. Boudreaux was one of the few leaders who rose through the ranks of the organization, developing an informal internal network that in conjunction with the formally elected members of the Executive Committee provided guidance in critical decisions. Boudreaux still commands the attention of the elected leaders of the organization.

When an ineffective member was elected to a position of power, the decision-making authority of the organization shifted away from the elected positions (president, vice-president) to the secretary-treasurer or executive secretary. Each time an ineffective leader was elected, more of the decision-making power shifted away from the elected officers, making it difficult for an effective leader to regain the duties spelled out for the office in the constitution. This problem continues to this day.

Another factor which contributed to the lethargy status of the organization was outlined by Barber (1950). Barber's statement that the executives of any organization must have

knowledge of decisions made by the organization in the past helps to explain in part the inability of the L.A.P. to form a proactive stand on the issue of tenure protection, the most important external pressure faced by the organization. Interviews with past and present officers revealed that none possessed a comprehensive knowledge of past decisions made by the organization on such critical issues as discussions with elementary principals on their status within the organization and on the tenure issue. The leadership of the L.A.P. had almost two decades to prepare a response to the challenge to the tenure laws. It was only when the issue was out of reach did the leadership mobilize and prepare a response. The L.A.P. may not have been able to stem the tide of negative public opinion concerning public education, nor may the organization have been able to stop modifications to the tenure laws but, the leadership could have provided the appearance of taking a proactive stand on the issue, thus appearing to work for the retention of benefits for its members.

Membership

Membership figures were gleaned from official and unofficial sources. Fiscal information was gleaned from official statements (see appendix). In terms of membership, 1975 was the most important year for the organization. This year marked the merger with the black principals' organization. The L.A.P. enjoyed a substantial increase as a result of the merger. Membership in 1975 was 488 and had risen to 817 in 1976. This increase can be attributed to the agreement reached between the L.P.A. and the L.A.S.S.P. Unfortunately, however, other than the 1975-76 period, membership figures have been lethargic, showing few significant increases.

The L.A.S.E. presented the L.A.P. with an opportunity to improve its status as a professional organization, to improve its fiscal status, and to improve the benefits provided to its members. Soon after the formation of the L.A.S.E., two of the leaders of the organization met with the Executive Committee of the L.A.P. While the L.A.S.E. members were in attendance, committee members raised a few questions. However, the data indicate that many more questions were raised in the discussion after the representatives of the L.A.S.E. left the committee meeting. Although many concerns were raised, the data show that no one from the L.A.P. met with the L.A.S.E. to discuss the concerns. Had there been a strong leader, a committee or

representative from the L.A.P. could have been appointed to meet with officials from the L.A.S.E., possibly leading to affiliation or to friendlier relations between the two organizations. On a few occasions, the Executive Committee and the general membership were asked to consider affiliation with the L.A.S.E. These requests came from individual members and groups within the L.A.P. These proposals were rejected, with the Executive Committee stating that the benefits (insurance) offered by the N.A.S.S.P. and the N.A.E.S.P. in conjunction with the L.A.P. were sufficient not to warrant affiliation with L.A.S.E.

In 1960, figures show a significant increase in membership. This may be attributed to the relocation of the annual conference to a more central location. Before 1960, the L.A.P. had decided to restrict attendance at the conference to members and invited guests. While this action may have proven beneficial in the short term, it may also have alienated the education community and many prospective members.

In the mid-1960's, the organization began dividing the annual conference into sections for elementary, junior high, and senior high principals. Membership figures reflect little change.

In the 1970's, the organization realized that assistant principals were an untapped source of potential members. However, the Executive Committee denied an at-large seat designated for an assistant principal. The committee later

reversed its decision. However, assistant principals and principals in the state may have become disillusioned with the L.A.P. because of its inability to affect legislation impacting principals. Membership figures show that while the organization has been able to sustain a slow pattern of growth, it has yet to offer benefits attractive enough to bring about a substantial increase in membership. According to 1986-87 State Department of Education statistics, there are approximately 2,000 schools in Louisiana. Some of these schools have the potential for more than one member of the L.A.P. L.A.P. statistics show 1986 membership at 938, representing less than one half of the principals in the state.

For the most part, membership figures have remained stagnant while the number of potential members has increased. This stagnation can be attributed to the the inability of the leadership to 1) be aware of desired benefits, 2) capitalize on opportunities that would strengthen the fiscal position of the organization thus allowing the organization to provide an enhanced set of benefits, and 3) successfully act or appear to act in situations where the organization could provide benefits to its members.

The data show that the organization had numerous opportunities to strengthen its fiscal position. The leadership failed to recognize and capitalize on these benefits. During the initial years of the P.I.P., there was

a demand for workshops for principals, teachers, and administrators. The L.A.P. saw the P.I.P. only as a means of providing workshops to its members. These workshops were not heavily promoted, nor were they well attended. On the other hand, the rival organization, the L.A.S.E., saw the P.I.P. as a chance to gain members and make money. Through a well coordinated plan, the L.A.S.E. was able to provide workshops to both members and potential members, and to strengthen its fiscal base. At the conclusion of the P.I.P., the L.A.S.E. was left with an enhanced image within the state and a means by which the organization could provide a variety of benefits to its members, but the L.A.P. was very much the same organization as it had been when the P.I.P. began. The lack of a strong outward-looking leader weakened the ability of the organization to provide its members with a competitive set of benefits.

Policy

Use of Dye's (1975) definition of policy necessitates examination of inaction on the part of the L.A.P. The most glaring example of inaction centers on the issue of tenure. As stated earlier in this section, the organization had more than 15 years to put the issue of tenure protection to rest. A combination of factors contributed to the defeat suffered by the organization on this issue. Although the leaders had ample warning of the impending threat, they seem to have had little knowledge of issues discussed and actions taken by the organization prior to their assumption of power. This ignorance may account in part for the L.A.P.'s inaction on the tenure issue. The data show that another contributing factor was the almost constant internal dissension, centered around the elementary principals, which sapped the energies of the organization, hindering work on external concerns. Despite these two factors, the organization should have been aware of the previous pressures from the P.A.R.

The second most important policy decision concerned efforts by the elementary principals to influence the decisions of the organization. Beginning in the early 1950's, the Executive Committee was faced with the problem of recognizing the elementary principals as a powerful group within the organization. What seems strange is that elementary principals united for the same reason that the principals had in 1944--salaries. Although no details are

available, a 1947 document entitled "Proposed Constitution for Department of Elementary Principals" indicates that elementary principals may have been well on their way towards independence long before the L.P.A. recognized the Elementary Principals' Unit in 1955. Acknowledgement of the E.P.U. allowed the elementary principals some latitude in their part of the affairs of the organization. However, the data show that the E.P.U. lost most of its power in the late 1960's.

The elementary principals continue to this day to seek more representation on the Executive Committee. The data show that Executive Committee policy, which resists the requests of the E.P.U., has remained unchanged since this issue was first raised, resisting the requests of this group. Recent interviews with the president (interview, 1987) and a past secretary-treasurer (interview, 1987) showed that neither was aware that the organization had legitimized the elementary principals' group, so the policy of L.A.P. recognition of the elementary principals remains unclear.

The data show that the question of association with other educational organizations has been discussed on numerous occasions by the organization. The L.P.A. was quick to ask to become a part of U.S.C. At the time of this request, the L.P.A. wanted to improve the salaries of its members and viewed affiliation with the U.S.C. as a positive step which would increase the L.P.A.'s chances of passing

benefits deemed important by its members. The data show that the L.P.A. did not consider affiliation with the U.S.C. a threat to the organization, and that it readily supplied monetary assistance to the U.S.C. in order to achieve mutual goals. Affiliation with L.A.S.E. has been another matter. From the beginning, the Executive Committee seemed almost hostile in its discussions about affiliation with the L.A.S.E. The L.A.P. eventually adopted a policy of cooperation, not affiliation, with the L.A.S.E. Why did the L.A.P. react positively to the U.S.U., but negatively to overtures made by the L.A.S.E.? Two explanations are available for the reaction of the L.A.P. The first is that the L.A.P. considered the L.A.S.E. a threat to the L.A.P.'s exclusive representation of principals in Louisiana and that the L.A.P. became jealous of the status, both professional and financial, enjoyed by the L.A.S.E. The second explanation is that at the time the L.A.S.E. was formed, the L.A.P. could see no benefit in association. In fact, the data show that discussions concerning affiliation with the L.A.S.E. centered around which organization (L.A.S.E. or L.A.P.) provided the best insurance coverage, while the data from the U.S.C. period shows discussion centered around how best to increase the salaries of L.A.P. members. The data repeatedly show that the organization embraced a policy of competition with the L.A.S.E. for both money and members.

Internal and External Pressures and Changes in Structure

As stated previously, the emergence of the elementary principals as a sub-organization came about because elementary principals believed that they were not the prime beneficiaries of the actions taken by the parent organization. Out of the initial disagreement (over organizational support for a salary schedule that included a differential for high school principals) came the legitimized Elementary Principals Unit. Although the constitution of the L.P.A. did not specifically allow for formation of this organization, it did not prohibit such action. In 1955, the L.P.A. voted to accept the constitution of the E.P.U.

The data show that this change in the structure of the L.P.A. did little to quiet the elementary principals. At times, the power structure of the L.P.A. acquiesced to the demands of the elementary principals, altering the structure of the organization; but each time an important concession was made, the power structure counteracted the elementary principals' victory. When the E.P.U. was recognized and began initiating activities independent of the parent organization, the junior high/middle school and senior high principals organized in a fashion similar to that of the elementary principals. These new organizations never gained the recognition, status, or power enjoyed by the E.P.U., but

they quickly organized in direct response to the formation of the E.P.U. When the Executive Committee gave in to the demands of the elementary principals and appointed the president of the elementary principals group as an at-large member, the committee also approved appointment of the N.A.S.S.P. field representative to the committee. This action seemed intended to counteract the elementary principals' original motion. The leadership of the L.A.P. may have been aware of the importance of resolving the internal conflict, but was either unable, due to the inflexibility of the elementary group, or unwilling, for reasons that are not clear, to effect a resolution. The L.A.P. has had numerous opportunities to change an internal conflict into a means of uniting the organization behind external goals. Instead, both the power structure of the L.A.P. and the E.P.U. continued their struggle, taking few steps toward a united organization.

Since the early days of the L.P.A., the elementary principals have exerted pressure on the power structure of the organization. The response to this pressure has cost the organization dearly, undermining its ability to provide benefits to its members and hindering membership growth.

The data show that the power structure fought almost every attempt by the elementary principals to gain a larger voice in the affairs of the organization. The united elementary principals presented a strong, cohesive voice, making their demands clearly known. In response to the

challenges to its authority, the L.A.P.'s power structure acted strongly and swiftly. Why did the leadership not react so decisively to external threats, such as the tenure challenge? Barber's explanation sheds some light on this matter. "The ...undermining of what the executive (power structure) considers necessary power and authority can be destructive of effective action...." (Barber, 1950, p.497) The L.A.P. was and is crippled by weak leadership coupled with the repeated demands of the elementary principals.

Two major external pressures have been faced by the L.A.P. The first involves the merger with the L.A.S.S.P. Interviews (Rivet, 1987, 1988) show that the N.A.S.S.P. had requested that the L.A.P. integrate several years prior to merger negotiations. Although most of the public schools in the state had been integrated for some time, the L.P.A. resisted the request. Once the negotiations began, the merger went smoothly, with the agreement stipulating a racial rotation of the presidency of the organization for a specified period. The merger agreement also mandated minority representation on the Executive Committee. No objections were ever raised concerning either representation or the stipulation of electing a black president. Why, then, has the organization had so much trouble integrating the elementary principals into the organization? The pressure to merge with the L.A.S.S.P. came from outside the organization, whereby the organization could realize immediate tangible goals (i.e. increased membership,

improved fiscal status), while the pressure to accommodate the elementary principals came from within. This simplistic view has come at a price. Organizational unity and the ability to pursue common goals have been nonexistent.

The L.A.S.E. is an ongoing external pressure. Because the L.A.P. took an adversarial stance during the time the L.A.S.E. was organizing, President Scott's attempts to affiliate the L.A.P. with the L.A.S.E. will be very difficult. The L.A.P. and the L.A.S.E. are still in direct competition for members and funding. Because of earlier actions of the L.A.S.E., this organization is able to offer its members an improved benefit package as compared to the L.A.P. The L.A.S.E. is able to do this because they viewed the P.I.P. not only as an opportunity to service their constituents, but also as a means of generating a substantial revenue base from which to select appropriate benefits.

Hypotheses

It was hypothesized that the Louisiana Association of Principals could increase its membership by providing new benefits to its members. The data show that the organization was unable to provide new benefits to its members due to ineffective leadership. As the power held by elected officers began to wane, authority was transferred to the secretary-treasurer (executive secretary). Coupled with this power transfer of power was the growing problem of apathy among the members. The secretary-treasurer

(executive secretary) was not required to communicate with the general membership on matters of benefits, and once the initial excitement of organizing died down, the membership seemed content to let others run the organization. The organization continued to sponsor conferences but has initiated no new benefits (i.e., liability insurance) since the late 1960's.

It was also hypothesized that the structure of the Louisiana Association of Principals would change to meet the challenges presented by internal and external pressures.

The organization was able to implement changes necessary for the merger with the L.A.S.S.P. These changes resulted in an increase in membership and a strengthened fiscal position. The structural changes were discussed and agreed upon by the general membership.

In response to an even stronger external pressure, the L.A.S.E., the L.A.P. chose not to change its structure. At the time of this decision, the L.A.P. was acting from a position of strength in relation to the L.A.S.E. However, this situation quickly changed as the L.A.S.E. became a larger threat to the L.A.P. By choosing not to alter the structure of the organization, the L.A.P. became unable to improve the quality of benefits provided to its members.

The L.A.P. has been under continuous pressure from elementary principals within the organization. This pressure has come in response to what the elementary principals perceive as domination of the decision-making

structure of the organization by high school principals. In the early years, the organization successfully changed its structure to meet many of the demands of this group--but at a cost. Early structural changes came about only after much disagreement, which cost the organization time and energy that could have been directed to other concerns. More recent challenges have been rejected or met with stipulations. Again, the efforts of the organization have been directed inward instead of concentrating on achievement of external organizational goals.

It was further hypothesized that internal and external pressure groups would effect changes in the benefits accruing to members of the organization. Internal pressure groups have in fact changed some of the benefits provided to L.A.P. members. By failing to end the strife between elementary principals and the rest of the organization, the power structure has allowed the elementary principals to change (lessen) the quality and amount of benefits offered by the organization.

RECOMMENDATIONS

Miles and Hubberman's *Qualitative Data Analysis* (1984) proved invaluable to this study. However, problems arose with the collection and examination of the data. Because the constitution of the organization did not specify a uniform means of record keeping for the organization, it was left to the discretion of the secretary-treasurers and executive secretaries to decide not only the format of important records but whether records should be kept at all. This inconsistency presented problems when trying to organize the data in the designated bins.

On some occasions, key leaders of the organization refused to be interviewed or refused to allow their comments to be used in the study. The material these persons could have provided might have been invaluable. It was only through interviews with less preferred secondary sources that important details arose and, due to the lack of documentation, it was difficult to check the accuracy of these sources. Changes in methodology evolved as a result of the use of these secondary sources.

Because of the lack of documentation and the reluctance of leaders to be interviewed, interviews with the general membership may have helped to fill in some of the gaps left open by these important sources. Such interviews might also have helped to check the accuracy of available documentation and the accuracy of other interviews. Interviews with

members might also have helped to determine if the organization had been able to address issues that were important to members and if the organization had provided the benefits necessary for membership satisfaction. Finally, interviews could have answered the question "How do you judge the benefits offered by the L.A.P. in comparison to the benefits offered by the L.A.S.E.?"

Case studies present a number of problems to the researcher. Chief among these is the plethora of documentation. Miles and Huberman (1984) and Guba (1978) provide suggestions for selecting appropriate data. However, problems arise when the researcher is at the mercy of the owners of the data. The researcher must balance his methodology with the demands of those unaware of a systematic means of examining data. Problems arose in this study concerning two major issues. The organization being studied repeatedly requested that detail be included in the body of the study. Inclusion of this detail made it difficult for other researchers to gain a clear understanding of the methodology as well as of the subject itself. The organization also requested that the researcher study only those documents supplied by the organization and ignore other information directly related to the organization. These and other problems could have been alleviated had there been guidelines in place before the start of the study. A mutually acceptable methodology could have been selected, eliminating much of the extraneous

information. Within the methodological framework, the researcher could have been given the leeway necessary to investigate all aspects of the organization. Also, future case studies of educational organizations should include interviews with legislators and other key policy makers to determine the impact of the organization on policy-making decisions.

In order to explore and develop this type of methodology more fully, other case studies like this one should be undertaken. In light of the findings of this study, it seems important to know how organizations similar to the L.A.P. function. Comparative studies of organizations outside of education are also important. Suggestions for future study include the L.A.S.E., doctors' organizations, lawyers' organizations, and nursing groups.

PREDICTIONS

Why join the L.A.P.? Are the benefits valuable enough to entice potential members and maintain the present membership? Efforts to increase membership have met with limited success. The issue of improving benefits must be addressed immediately if the organization is to be revitalized. The data repeatedly show that the democratic processes on which the organization was formed have not been functioning properly, a failure which denies the membership a voice in deciding important issues. Important positions such as the chairpersonships of districts and even the presidency itself are sometimes "passed down" to friends or cronies of current office-holders denying internal interest groups their voice in the decision-making process. Through the Executive Committee, through formal and informal dictates, the executive secretary possesses a strong voice in decision-making aspects of the organization.

The first step the L.A.P. should take is to examine the requirements for membership on the Executive Committee which now has nearly twenty-five members. The organization would do well to re-examine the structure and duties of this committee, possibly reducing its size. To assure equitable representation on the Executive Committee, district chairpersons should conduct district elections through the mail. Interviews revealed that principals at all levels did

not have sufficient time to attend regularly scheduled district meetings, but desired to participate in the affairs of the L.A.P., and through-the-mail elections would enhance such participation. Equitable Executive Committee membership is very important to the effectiveness of the organization. Members of this committee are informally charged with raising before the full committee those issues that their constituents deem important. If all interest groups within the L.A.P. are represented on this committee, the L.A.P. as a whole can act to secure the necessary resources that members consider important, ensuring unity within the organization in work towards the achievement of external goals. Unless the leadership of the organization comes to terms with the elementary principals, much of the L.A.P.'s energy will be directed to this issue, rather than to external concerns.

The question of a legitimate elementary principals' group is still cloudy. In 1955 the L.P.A. did endorse the constitution of the E.P.U., and in the mid-1970's merger discussions were held with the L.A.E.S.P. Whether these and other actions constitute formal recognition of an elementary principals' group within the L.A.P. is unclear, which leaves the matter open to further discussion. At the time of publication of this study, the president of the L.A.P. and the president of the L.A.E.S.P. were embroiled in a dispute over seemingly trivial matters. Each side seemed to be

staking its claim without regard to organizational cooperation.

In the mid-1970's, the L.P.A. successfully negotiated a merger with the black principals' organization. Both organizations profited from the agreement. The L.A.P. has been more successful in its attempts to modify its structure as a result of external pressures. The organization would do well to treat the negotiations with the elementary principals in the same manner as the negotiations with the L.A.S.S.P. In order for the L.A.P. to devote its energies to external matters, the issue of elementary principal legitimization should be resolved as soon as possible, placing the outcome of negotiations in the constitution as a permanent part of the structure of the organization, much like the merger with the L.A.S.S.P.

The L.A.P. should immediately initiate steps to regain influence in decisions affecting principals. It is hoped that the L.A.P. learned a lesson from its failure to stop the removal of tenure protection from newly-appointed principals. Pressure from an external group (the P.A.R.) has caused the worst defeat suffered by the organization, hindering its efforts to attract and maintain members. However, more often than not, the organization does not learn from experience. Therefore, a committee should be appointed as a watchdog for the organization, looking out for organizations and issues that are important to principals. This committee would help the L.A.P. develop a

proactive stand on important issues rather than waiting until it is too late for successful intervention. The creation of this committee, coupled with the renegotiation of the position of the elementary principals, will allow the organization to manage internal and external pressures more carefully.

Recently, the L.A.P. has affiliated with an organization similar to the U.S.C. Association with the U.S.C. provided a stronger, united voice for the organization, influencing legislation pertinent to the L.A.P. The Committee United for Education (C.U.E.) may provide the L.A.P. with many of the same opportunities.

The question of affiliation with the L.A.S.E. remains, like the issue of elementary principal recognition, an item that should be discussed at all levels in the organization. By not affiliating with the L.A.S.E. at the time of its inception, the L.A.P. may have lost out on a chance to retain its autonomy. The actions of the L.A.S.E. subsequent to this initial discussion have undermined the L.A.P.'s ability to provide sufficient benefits to its members.

The L.A.P. is once again provided with an opportunity to fulfill the mandate presented in the constitution:

The association shall be committed to the advancement and betterment of the standards, working conditions and interests of its members as employees of the school systems, and the advancement and betterment of kindergarten, elementary and secondary education in the State of Louisiana.

The organization has developed a plan of action for resolving the internal conflict that has plagued the organization since its inception. Once this issue is resolved, either using the plan of action developed by the organization or the recommendations presented in this study, the organization will be able to devote all of its energies to external concerns. Existence of a watchdog committee, coupled with fair representation on the Executive Committee, should help the organization develop and implement policy on external issues. Affiliation with L.A.S.E. is a matter that must be discussed and decided by the general membership. The initiation of cooperation with C.U.E. should provide the L.A.P. with the unified voice necessary to implement actions beneficial to members of the organization.

The present time presents the L.A.P. with ample opportunity to realize its mandate. The installation of a new, reform-minded administration, coupled with cooperation with C.U.E., opens the door for the L.A.P. to become an effective organization.

Where will the the L.A.P. be in five to ten years? How will the L.A.P. survive? Based on over 40 years of documentation, I predict that the future does not bode well for the organization. The L.A.P. has repeatedly ignored or mismanaged opportunities to strengthen the organization. Interviews with current leaders show that the direction and structure of the organization have not changed, nor are they likely to change in the near future.

Unfortunately, the L.A.S.E. has an opportunity to end the competition between the two organizations. Because of its fiscal strength and its ability to provide a wide range of benefits, I predict that in the near future the L.A.S.E. will attempt to lure L.A.P. members to the L.A.S.E. These overtures will at first come in the form of soliciting principals to become members of both organizations. Later, the L.A.S.E. could offer principals free membership in the L.A.S.E. if they choose the L.A.S.E. as their sole representative. The membership of the L.A.P. will at first reject affiliation with the L.A.S.E. Once the power structure of the L.A.P. sees these actions as a real threat (too late again), they will begin merger negotiations. Like the L.A.S.S.P., which lost much of its identity merging with the L.P.A., the L.A.P., because it will be bargaining from a weakened position, will lose whatever chance it had of determining its future.

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APPENDICES

APPENDIX A
INTERVIEW GUIDE

1. What were your reasons for joining the L.A.P.?
2. Describe the internal structure of the L.A.P. at the time of your association with the organization.
3. Describe the nature and role of sub-organizations (either legitimized or not legitimized by the L.A.P.).
4. Describe the nature and role of external forces on the L.A.P.
5. How many members were in the organization at the time of your association? What was the fiscal status of the organization at the time of your association?

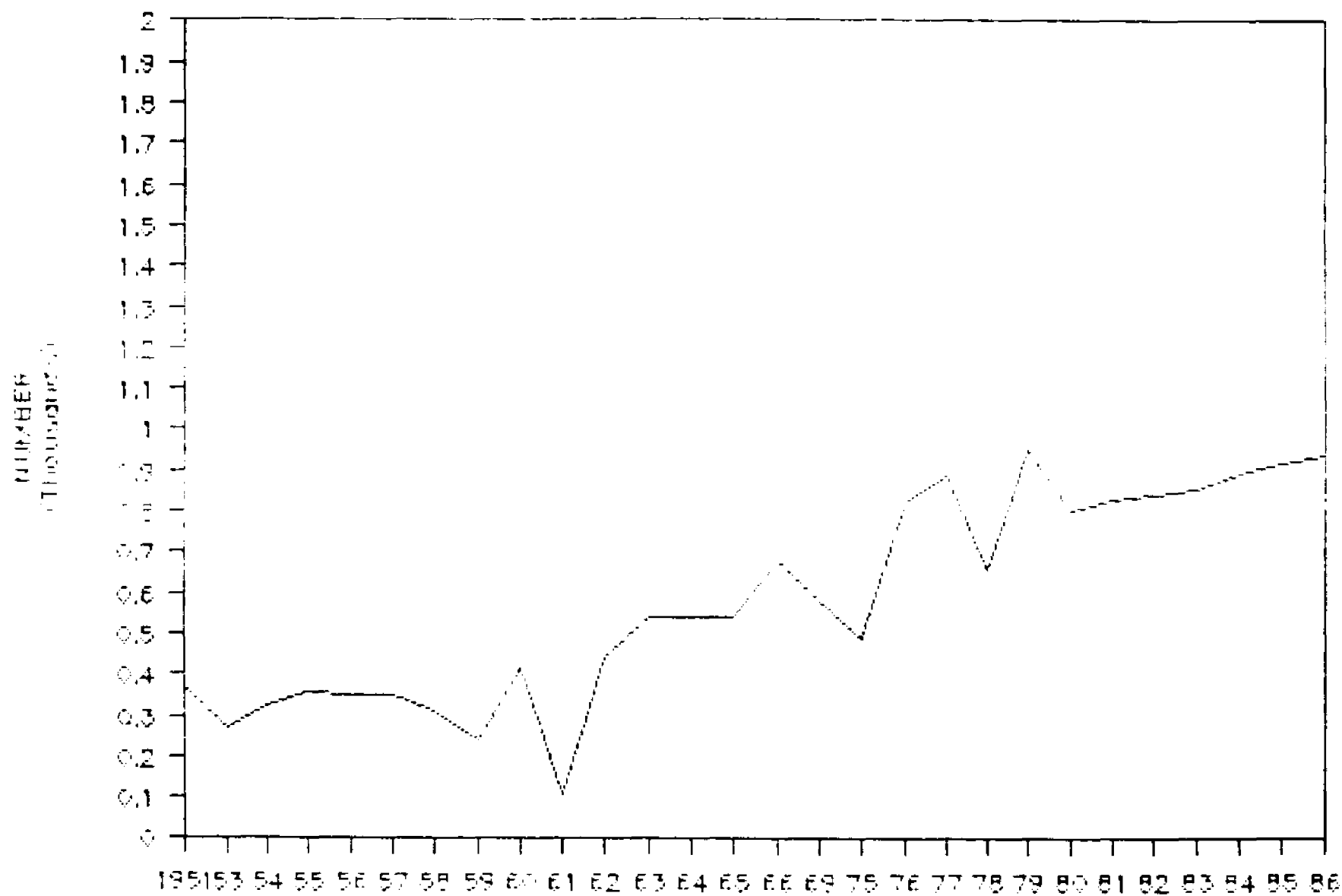
Listed below are leading questions with a more narrow focus. These questions will be asked to those members who may shed light on conflicts in the information.

1. In what capacity were you associated with the organization? How did you arrive at that capacity?

2. In your opinion, was membership in the L.A.P. beneficial to you and to other principals? If so, in what ways? How were these benefits determined?
3. Who were some of the prominent members/leaders in the organization at the time you were an office holder? What was the basis for their prominence?
4. What policies seemed important at the time of your membership? Were any of these policies inflammatory to any members of the L.A.P.?
5. Were there any structural changes in the organization while you were an office holder? If so, what do you think caused these changes?
6. Describe the role of women in the L.A.P. at the time you were an office holder.
7. Describe the role of blacks in the L.A.P. at the time you held office.

In addition to these questions, follow-up questions will be asked as needed. If requested, sources of information will remain anonymous.

MEMBERSHIP



APPENDIX B

MEMBERSHIP

DATE	NUMBER	SOURCE
11/16/51	368	official
11/25/53	268	unofficial
11/23/54	320	unofficial
11/21/55	356	unofficial
11/19/56	351	unofficial
11/25/57	350	unofficial
11/25/57	309	unofficial
11/25/58	238	official
5/27/60	412	official
1960	367	official*
11/22/60	414	official
11/21/61	104	official**
11/18/62	442	official
1963	542	official
4/10/64	542	official
11/21/65	551	unofficial
11/23/65	542	official
11/18/66	673	official
1969	575	official
1975	488	official
11/20/76	817	official
6/17/77	883	official
6/15/78	657	official
3/14/79	800***	unofficial

11/19/79	950****	unofficial
3/19/80	800****	unofficial
1981	827	official
1982	843	official
1983	855	official
1984	890	official
1985	916	official
1986	938	official

* This membership figure was reported in a newsletter. Other figures labeled official were printed on the membership and/or financial report.

** Although this figure appeared on an official statement, examination of the fiscal status and other pertinent information showed no reason for the sharp decline.

*** Secretary-Treasurer Rivet presented this number as an approximation of the membership.

**** In the minutes of the Executive Committee meeting Secretary-Treasurer Rivet said that membership "should surpass" this figure.

Explanation Of Figures

1951--the first official statement of membership.

1960--marked increase. At this time, the Annual Conference was moved to Hessmer, further restricting attendance at the conference.

1961--drastic decline. The membership reporting document may have contained a typographical error.

1965--issue of tenure first raised at an Executive Committee meeting. No action taken.

1966--marked increase. Because of the lack of documentation, no explanation can be provided.

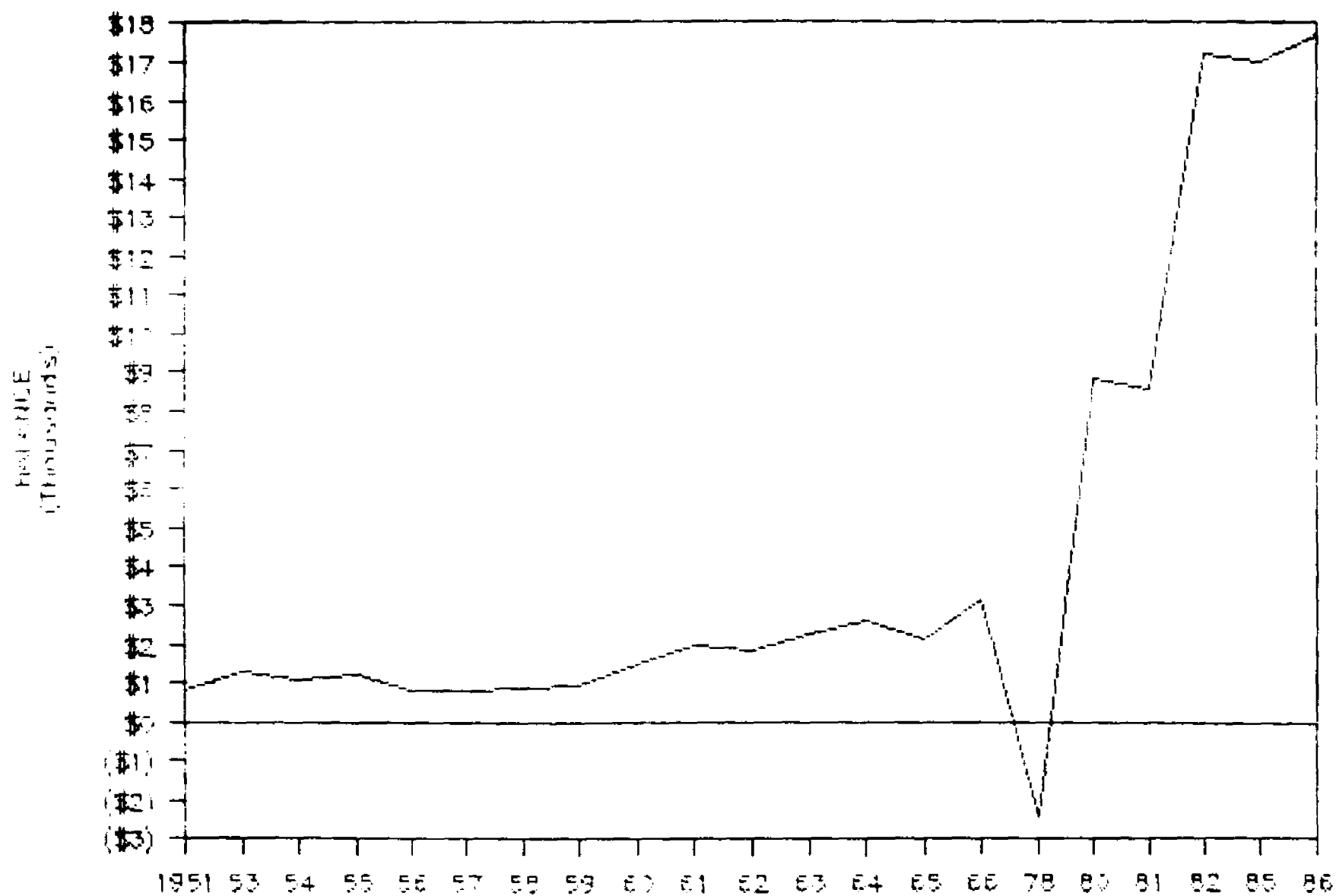
1975--merger negotiations begun.

1976--marked increase. This increase can be attributed to the successful merger of the organizations.

1978--marked decrease. In 1978 the Executive Committee defeated a proposal to appoint an assistant principal to the committee.

1979--marked increase. Secretary-Treasurer Rivet "said" that the membership in the organization should surpass 800.

FISCAL STATUS



APPENDIX C
FISCAL STATUS

DATE	AMOUNT
11/16/51	\$ 802.42
11/23/53	1276.86
11/23/54	1077.70
11/21/55	1245.95
11/19/56	835.87
11/25/57	804.83
11/25/58	842.44
11/24/59	974.46
11/22/60	1510.84
11/21/61	1951.68
11/18/62	1866.68
1963	2246.46
4/10/64	2565.01
11/23/65	2117.49
11/18/66	3161.28
1977	*
6/15/78	- 2400.00
7/01/80	8826.77
7/01/81	8583.16
7/01/82	17,235.39
7/01/85	16,985.44
7/01/86	17,716.45

* 1977 First mention of money earned on savings account. There was no indication of when this account originated nor of the amount deposited. Starting with the

records from 1981, the amounts in savings accounts and the checking account are listed on the financial report. These amounts have been combined in this document.

VITA

David Strauss is originally from New Orleans where he attended John F. Kennedy High School. He received his Bachelor of Arts Degree from Southeastern Louisiana University in 1978. In 1980, he received his Master of Education Degree from Southeastern Louisiana University.

His education experience includes teaching special education in Livingston Parish and working as a graduate assistant at L.S.U. Presently, he is employed as a second grade teacher at Wildwood Elementary School in Baton Rouge, Louisiana.

He has one son, Michael.

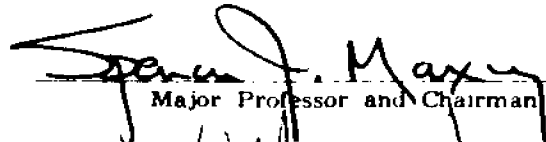

DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Lincoln David Strauss


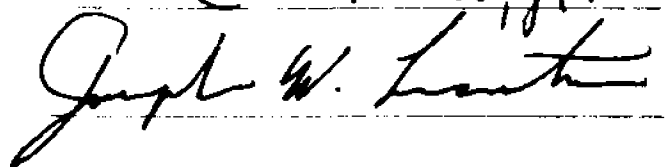
Major Field: Educational Administration (Education)



Title of Dissertation: A Longitudinal Examination of the Structure, Membership
and Benefits of the Louisiana Association of Principals

Approved:


Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

May 17, 1988